THE UNIVERSITY OF ALBERTA

INSTITUTIONAL RENEWAL IN DEGREE-GRANTING UNITS OF HOME ECONOMICS IN CANADA

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1978

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled INSTITUTIONAL RENEWAL IN DEGREE-GRANTING UNITS OF HOME ECONOMICS IN CANADA, submitted by ELIZABETH MARIE CROWN in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Administration.

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Dedicated

to

Peter and Warren

without whose support and understanding

this work would not have been possible.

ABSTRACT

The purpose of this research was to study institutional renewal in degree-granting units of home economics. The study addressed the following problems:

1. What are the extent and nature of recent changes within degree-granting units of home economics in Canada?
2. What are the characteristics of change-oriented units of home economics?
3. What are the determinants of responsiveness to a change goal?
4. What are the determinants of the effectiveness of a goal-specific renewal strategy?

The conceptual framework for the study was based on the renewal model developed by Small et al. (1976) following the work of Martorana and Kuhns (1975). The following propositions were advanced:

1. Response to a change goal bears a curvilinear relationship to goal hiatus; i.e., as goal hiatus increases from small to large, response changes from reluctance to a maximum commitment, after which it reverses toward reluctance.
2. The greater the goal intensity the greater the commitment to the change goal.
3. Effectiveness of a renewal strategy will be high when commitment to the change goal, force field support and action potential of the strategy used are all high and positive.

The study consisted of two parts, a survey of all 15 Canadian degree-granting home economics units, and a case study of the renewal process in one unit. The purpose of the survey was two-fold: to provide

data for the selection of a unit for in-depth study and to provide data relevant to the first two problems.

Questionnaires were mailed to the top administrator and a sample of faculty members from each unit. Respondents were asked to describe changes in specific aspects of their unit as well as significant major developments which had occurred between June, 1973 and June, 1977.

Reported changes in various aspects of the units were numerous, and many were considered extensive. The most pervasive and extensive changes have occurred in the undergraduate programs. Many of the newly developed programs reflect a movement toward an operationalization of the mission and focus statements found in recent home economics literature. Other changes considered to be related to the program changes were those in leadership, in qualifications of staff, and in the employment opportunities for graduates.

The extent of change in a unit was significantly related to both size of unit and size of university. No one contextual or structural factor affected all types of change, however.

A summary of survey data was given to a three-member panel for the purpose of selecting a unit for in-depth study. The criteria used for selection were prespecified by the researcher. Data for the case study were obtained during two on-site visits. All full-time faculty members who had been on staff for two years were interviewed and completed a leader behavior questionnaire and an organizational adaptability instrument.

The data related to goal hiatus, goal intensity and response to change goals lend some support to the first two propositions outlined above.

Similarly, the data related to response to change goals, force field, action potential of the strategy used and effectiveness of renewal are supportive of the third proposition. Thus, the study of the renewal process in one home economics unit has given credence to the concept of renewal and the propositions which comprise the conceptual framework for this research.

ACKNOWLEDGMENT

The author expresses sincere gratitude to Dr. James Small, thesis supervisor, for his guidance and encouragement throughout the study. Special thanks are also directed to Dr. Ann Harvey, Dr. E.J. Ingram, Dr. A.G. Konrad and Dr. E.A. Holdaway for their valuable comments and suggestions.

Appreciation is expressed to the home economics units which participated in this research, with special thanks to the unnamed unit which participated in the case study. The cooperation of the Director and faculty members involved is sincerely appreciated. The author's colleagues in the Faculty of Home Economics, University of Alberta, also deserve special thanks for their support.

TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	1
	STATEMENT OF THE PROBLEM	3
	Definitions	5
	DELIMITATIONS AND LIMITATIONS OF THE STUDY	7
	SIGNIFICANCE OF THE STUDY	7
	OVERVIEW OF THE REPORT	8
II	REVIEW OF RELATED LITERATURE	9
	THEMATIC DEVELOPMENTS IN HOME ECONOMICS	9
	Definition and Focus	9
	Developments in the United States	10
	Developments in Canada	13
	INSTITUTIONAL DEVELOPMENTS	14
	Pennsylvania State University	14
	Cornell University	15
	Michigan State University	16
	University of Guelph	17
	INSTITUTIONAL RENEWAL IN HIGHER EDUCATION	18
	The Concept of Institutional Renewal	18
	Planned Change	24
	Leadership	35
	EVALUATION OF EFFECTIVENESS	39
	SUMMARY	44
III	RESEARCH DESIGN	46
	CONCEPTUAL FRAMEWORK	46
	SURVEY OF UNITS	48
	Sample	48

CHAPTER		PAGE
	Data Collection	50
	Data Analysis	52
	CASE STUDY	55
	Selection of a Unit	55
	Data Collection	56
	Data Analysis	59
IV	SURVEY OF UNITS	62
	Inputs	65
	Conversion Process	70
	Outputs	80
	Statistical Analyses	85
V	CASE STUDY	88
	Description of the Unit	88
	Introduction to the Case	88
	Description of Interviewees	90
	Goal Hiatus, Goal Intensity and Response to Change Goals	91
	Action Potential of Renewal Strategy	93
	Force Field	95
	Effectiveness of Renewal	100
	Summary	107
VI	INTERPRETATION OF RESULTS	110
	Extent and Nature of Changes	110
	Goal Hiatus, Goal Intensity and Response to Change Goals	112
	Effectiveness of Renewal Strategy	113
VII	SUMMARY, CONCLUSIONS AND IMPLICATIONS	117
	SUMMARY	117
	CONCLUSIONS	121
	IMPLICATIONS	123
	Implications for Administrators	123
	Implications for Further Research	124
BIBLIOGRAPHY		125

CHAPTER		PAGE
APPENDIX I:	DEGREE-GRANTING HOME ECONOMICS UNITS IN CANADA	131
APPENDIX II:	A SURVEY OF POST-SECONDARY UNITS OF HOME ECONOMICS IN CANADA	133
APPENDIX III:	INSTRUCTIONS TO PARTICIPANTS IN QUESTIONNAIRE PRE-TEST	152
APPENDIX IV:	COVERING LETTER TO SENIOR ADMINISTRATORS	154
APPENDIX V:	COVERING LETTER TO FACULTY MEMBERS	156
APPENDIX VI:	INSTRUCTIONS TO PANEL MEMBERS FOR SELECTION OF UNIT FOR IN-DEPTH STUDY	158
APPENDIX VII:	INTERVIEW GUIDE	160
APPENDIX VIII:	LEADER BEHAVIOR QUESTIONNAIRE	173
APPENDIX IX:	ORGANIZATIONAL ADAPTABILITY INSTRUMENT	175
APPENDIX X:	EXCERPTS FROM A DOCUMENT ENTITLED "THE REVISION OF THE FAMILY SCIENCE CURRICULUM IN THE SCHOOL OF HOME ECONOMICS"	177

LIST OF TABLES

TABLE		PAGE
1	Data Requirements and Sources	47
2	Summary of Statistical Data Analyses	54
3	Summary of Survey Respondents	63
4	Description of Units	64
5	Extent and Nature of Changes	66
6	Changes in Goals or Mission June, 1973 to June, 1977	67
7	Changes in Leadership June, 1973 to June, 1977	68
8	Changes in Academic Staff June, 1973 to June, 1977	69
9	Number of Students 1973/74 to 1976/77	71
10	Changes in Student Backgrounds June, 1973 to June, 1977	72
11	Changes in Facilities June, 1973 to June, 1977	73
12	Changes in Research Input June, 1973 to June, 1977	74
13	Nature of Undergraduate Program Changes	77
14	Changes in Graduate Programs June, 1973 to June, 1977	79
15	Changes in Instructional Processes June, 1973 to June, 1977	81
16	Changes in Service to Community June, 1973 to June, 1977	82
17	Number of Graduates 1973/74 to 1976/77	83
18	Changes in Graduate Employment June, 1973 to June, 1977	84
19	Relationships Between Extent and Nature of Change and Structural and Contextual Factors: Summary of Findings	86
20	Goal Hiatus, Goal Intensity and Response	92
21	Scope, Focus and Term of Renewal Strategy	94

TABLE		PAGE
22	Force Field Affecting Renewal Strategy	96
23	Leader Behavior Scores	97
24	Organizational Adaptability and Overall Effectiveness . .	108

LIST OF FIGURES

FIGURE		PAGE
1	A Linear Representation of a Post-Secondary Institution	21
2	The Three Dimensions of a Renewal Strategy	23
3	The Interplay of Force Field, Response and Strategy . . .	49

CHAPTER I

INTRODUCTION

The past decade may be viewed as a particularly important one for higher education. Several internal and external pressures creating demands for change can be identified. For example, Martorana and Kuhns (1975:2-6) suggested the following list of factors creating demands for change: rising expectations, public disenchantment, pressure for accountability, competition for students and dollars, a different student body, student insistence on flexibility, concern for affective learning values, developments in technology, federal programs and the shift to a buyer's market. These demands for change, and reactions to them, have been numerous in the recent history of post-secondary home economics education.

Major changes in several post-secondary home economics units began in the late 1960's. In 1965, the Department of Home Economics within the School of Agriculture at West Virginia University became the Division of Family Resources within a new College of Education and Human Resources. In 1967-68, the College of Home Economics at Pennsylvania State University was absorbed as part of a new broader unit called the College of Human Development. At Cornell University and Michigan State University the Colleges of Home Economics completely revised their programs and became Colleges of Human Ecology in 1969 and 1970 respectively. In Canada, the three largest home economics units had made major revisions by 1970. The most extensive revision was that by Macdonald Institute,

University of Guelph, which became the College of Family and Consumer Studies in 1969.

Each of the major changes mentioned above was based on extensive and careful planning. In the ensuing years, other units in both the United States and Canada have followed suit and adopted versions of the human ecology, family studies or consumer studies approaches. Although some of these followers also may have based their changes on careful diagnoses and plans, others may have simply changed for the sake of change. Actual changes may range from merely a change in name to an entire change in focus.

Morley (1973:220) has concluded:

> In 1960 home economics in Canada was well launched into a turbulent period . . . . The demand for change was ubiquitous and changes did indeed occur in every area of the profession during the period between 1960 and 1970. The professional preparation for careers in home economics as provided in the Schools of Home Economics at the various universities also underwent change. In all cases, they were changes without a true appreciation of the real meaning of home economics as defined by its founders, since even at the very end of the decade little attention was given to the study of the relationship of man as a social being with his immediate physical environment. They were also changes without a clear perception of what were the most appropriate goals for home economics for 1970, 1980 and the year 2000.

The idea that some units may have adopted changes without careful planning is consistent with comments by Martorana and Kuhns (1975:6):

> The tide of innovation sweeping over colleges and universities is characterized by more action than by evaluation of action in light of goals. The pressure and the temptation to try new practices is almost universal; yet persons responsible for leadership, direction, and improvement of the effectiveness of higher education frequently lack the analytical evidence and well-developed theoretical concepts which help assure that institutional changes accomplish institutional goals.

The lack of "analytical evidence and well-developed theoretical concepts" regarding change in post-secondary institutions is indeed

problematic. Martorana and Kuhns (1975) have attempted to partly rectify this condition by developing an interactive forces of change theory, which is based on theory of planned change and an analysis of specific examples of innovations in higher education. Likewise Small et al. (1976) have developed a model for renewal based on systems theory and an analysis of renewal strategies. For the latter model, institutional renewal was defined as:

> . . . a process whereby an institution ascertains its current condition, identifies the discrepancy between what is and what ought to be, and directs its activities toward the achievement of its desired future state (Small et al., 1976:2).

Small et al. (1976:5) suggested further that "In essence . . . institutional renewal is a planned, continuous process of adaptation and improvement."

According to Porter et al. (1975:480) an especially critical component is the generation of a process of change which can become self-perpetuating:

> So long as organizations remain dependent upon interventions introduced from outside their boundaries for dealing with problems or guiding internal development, they will remain incapable . . . of genuine self-renewal. And unless organizations become capable of self-renewal, they will continue to merely react to conditions in the external environment rather than anticipate and cope effectively with them.

STATEMENT OF THE PROBLEM

The overall purpose of the research was to study institutional renewal in degree-granting units of home economics in Canada. Since very little systematic research has been conducted in the area of renewal in post-secondary organizations in general, and especially in the field of home economics, most of the study was exploratory in nature.

Specifically, the study addressed the following problems:

1. What are the extent and nature of recent changes within degree-granting units (colleges, faculties, schools, departments) of home economics in Canada?
2. What are the characteristics of change-oriented units of home economics? Specifically, what are the relationships between extent and nature of change and the following:
   (a) perceived institutional vitality index; and
   (b) each of the following contextual and structural factors:
      i. size of unit (number of students)
      ii. size of university
      iii. organizational complexity of unit
      iv. level of organizational autonomy (college/faculty/school/department)
      v. age and history of unit
      vi. existence of graduate programs?
3. What are the determinants of responsiveness to a change goal? More specifically, what relationships exist between response (commitment/reluctance) to perceived change goals and the following:[1]
   (a) goal hiatus[2]
   (b) goal intensity
   (c) other variables which may emerge during interviews?

---

[1] See definitions on following page.

[2] The term "goal hiatus" was used by Martorana and Kuhns (1975:178) with reference to institutional goals. It is used here with reference to any change goal.

4. What are the determinants of the effectiveness of a goal-specific renewal strategy? More specifically, what relationships exist between the effectiveness of a goal-specific renewal strategy and:
   (a) response (commitment/reluctance) to perceived change goals
   (b) the action potential of the strategy in terms of its scope, focus and term
   (c) the force field--traditions, policies, resources, leader behavior, administrative support, and other force field elements?

Definitions[3]

Home Economics Unit: for the purpose of this study the term home economics unit means a degree-granting college, faculty, school or department whose graduates may be prepared for careers as professional home economists, except for those units which offer only the B.Ed. with a major in home economics. The term is not limited to those units with "home economics" in their names.

Response (to a change goal): is an individual's reaction to the change goal in terms of a commitment/reluctance continuum.

Goal hiatus: is the perceived gap between the present and desired situation with respect to any aspect of the organization. It represents the extent of change needed to attain a desired condition.

Goal intensity: is the importance and/or urgency attached to the specific change by each member of the institution.

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[3]See Chapter II for a discussion of the derivation and usage of many of the terms defined here.

Renewal strategy: is a design or plan which specifies the focus, scope and term of the undertaking and the desired outcomes. A strategy may indicate certain specific action tactics which will contribute to the ends of renewal.

Effectiveness of a renewal strategy: is the degree of achievement of the perceived change goals, as well as the perceived effectiveness of the change process.

Action potential: is a quality within any given strategy which promotes initial action. The nature of some strategies makes them easy to introduce, and these would be said to have high action potential. (Operationally determined as a function of focus, scope and term.)

Focus of a renewal strategy: is the component or components of the educational system (inputs, conversion, outputs) which are the objects of concern. A holistic strategy is one which includes all three components.

Scope of a renewal strategy: specifies operational parts of the institution which are the objects of renewal. The scope may be limited to a sub-unit of the institution or include the total institution. Scope may be specified programatically, administratively or geographically.

Term of a renewal strategy: is the length of time required to develop and implement the strategy.

Force field: is the set of interacting institutional and psychological forces (incentives and disincentives) which are operational at any particular time and which affect a decision to take or avoid action. Positive and negative factors can be summed to give an overall measure of force field.

DELIMITATIONS AND LIMITATIONS OF THE STUDY

The study consisted of two parts: a survey of all Canadian degree-granting home economics units, and a case study of the renewal process in one unit. The units surveyed comprised the entire Canadian population of post-secondary units offering undergraduate degrees leading specifically to a professional career in home economics. The results pertaining to the extent and nature of change are therefore descriptive of the whole population but only apply to the four-year period studied. The case study was delimited to one home economics unit. Since this unit was selected according to criteria other than random sampling, the interpretation of results is limited to the unit selected and is not highly generalizable.

Both the survey and the case study are limited by the methodology in that many of the findings are based on stimulated recall. The limitations and delimitations are both affected by the conceptual framework which had not previously been empirically tested. However, the exploratory approach of the case study has helped to minimize this limitation in that many of the questions were open-ended and answers were therefore not limited to pre-conceived concepts.

SIGNIFICANCE OF THE STUDY

Both the interactive forces theory and the renewal model referred to above and described in Chapter II have been developed specifically for post-secondary institutions. In the present study the basic concepts of both were applied to an analysis of major changes in selected home

economics units in Canada. By testing propositions derived from the two approaches, the study contributes to the development of the theory of renewal in post-secondary education. Although the generalizability of the results is limited by the research design, propositions have been developed that can be tested further in future research. In addition, the results have practical implications for those institutions engaged in renewal in the future. Such implications are especially appropriate to home economics education at the post-secondary level and should therefore contribute to improved practice with respect to the planning of major changes within such institutions.

OVERVIEW OF THE THESIS

In this section, an outline of the chapters which follow is presented. In Chapter II literature related to the area of study is reviewed. In Chapter III, a conceptual framework is presented and the research design is outlined.

The research findings are described in two chapters. In Chapter IV, the results from the survey of units are outlined in detail, while the results of the case study are outlined in Chapter V. The findings are interpreted in terms of the problem statements and conceptual framework in Chapter VI. In the final chapter, the study is summarized, conclusions are drawn and implications for administrators and for further research are discussed.

CHAPTER II

REVIEW OF RELATED LITERATURE

Since institutional renewal is an on-going process consistent with the concept of planned change, the theory of planned change should provide a base for the consideration of renewal processes. Of special interest are the human factors involved, because the planned change process is predicated upon the involvement of people and effective leadership in directing their efforts toward desired future states. Another concern addressed in this section is that of organizational effectiveness, because the rationale for institutional renewal is the rationale for the organization becoming more effective and better directed in what it does or plans to do. Before turning to these concerns, however, recent developments in the field of home economics are reviewed, and the concept of institutional renewal in higher education is explained.

THEMATIC DEVELOPMENTS IN HOME ECONOMICS

Definition and Focus

The founders of the Home Economics profession defined the field thus:

> Home Economics in its most comprehensive sense is the study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand, with his nature as a social being, and is the study especially of the relation between these two factors (Lake Placid Conference of Home Economics, 1902; cited in Schlater, 1970:76).

The most recent Statement of Purpose developed by the American Home Economics Association (Bivens et al., 1975:26) fits well the above definition:

> The focus of home economics is family in its various forms. Family is defined as a unit of intimate, transacting, and interdependent persons who share some values and goals, resources, responsibility for decisions and have commitment to one another over time . . . .
>
> The core of HOME ECONOMICS is the family ecosystem. It is the study of the reciprocal relations of family to its natural and man-made environments, the effect of these singly or in unison as they shape the internal functioning of families, and the interplays between the family and other social institutions and the physical environment.

Thus, although the focus may have changed from one period to another, the basic definition and mission of home economics have remained relatively stable since their inception at the Lake Placid Conference.

Developments in the United States

According to Weis et al. (1974), several factors have contributed to changes in home economics units of colleges or universities. These factors include increased college enrollments, changing curricula, revised job demands, and special funding. McGrath (1968) examined university home economics programs to determine whether these programs needed redefinition and redirection, since those in the field shared a concern that the content and philosophy of home economics had not adequately adjusted to population shifts from rural to urban environments, to the rapid tempo of change in our own society, and to the expanded American role in international life. McGrath (1968:68) concluded that:

> . . . two needs are clear: Home Economics research must be expanded beyond its primary orientation to foods and nutrition and beyond its limited financial base in the agricultural experiment stations. And second, home economics teaching and research must be increasingly integrated on either an informal or a formal basis with related fields and the basic disciplines that underlie them.

McGrath (1968:91) further concluded that the non-specialized major should be strengthened at the undergraduate level, while Master's programs should stress professional specialization.

Weis et al. (1974) surveyed all four-year degree granting home economics units in the United States to determine the extent of unit name or structural changes during the decade 1962-1972, the reasons or forces causing the changes and the results of such changes on specified factors. A summary of their findings, paraphrased from the original, follows:

1. Although name changes have been thought to be widespread practice, very few units have changed their name from home economics--only 22 of the 214 units that replied had done so. Another 30 indicated that a name change was being considered. The few name changes that have been made have been made primarily by the smallest and the largest units. While human ecology, human development, and names incorporating "human" and "family" were most popular among those units that had changed names there appeared to be no pattern or consensus of designation. The most commonly cited reasons for entertaining a name change were administrator's attitudes, attitudes of faculty and students in the field, identity problems, the desire to maintain or improve visibility, the desire to strengthen the field, and identification of a conceptual framework.
2. About 40 percent of the units responding had made structural changes. Although many of these changes were responses to increased enrollments, the reasons cited above for changing name were also the most common factors creating pressure for structural changes.
3. The home economics situation on most campuses had dramatically improved in the decade studied. Respondents cited improvement in image, status, administrative support, attitudes of students and faculty, numbers of faculty, faculty involvement in policy making bodies of colleges and universities, enrollment of students, interest among the undergraduates,

and variety of job opportunities for graduates. The only improvement cited more frequently by units that had changed their names was increased enrollment of men.

Harper (1975) showed that while the increase in home economics undergraduate enrollment and degrees granted for the past ten years in the United States had been substantially greater than for all disciplines in higher education, the increase at the graduate level had been less than for all disciplines. As measured by degrees granted, program growth, although increasing steadily, had occurred at a much slower pace at the graduate level than in undergraduate home economics units. Montgomery (1975) suggested that the low number of doctoral degrees granted is related to the lack of research activity on the part of home economics faculty members. Among the reasons proposed for this lack were little financial support, lack of encouragement by academic leaders, expectations of graduate students and the applied nature of the field.

Harper (1975) found that the number of degrees granted in home economics education in the United States had decreased sharply since 1968-69. In a later report Harper (1976) showed that this trend continued. The area of study in which enrollments and degrees granted are increasing at the most rapid rate is that of child development and family relations, followed by foods and nutrition, and clothing and textiles. Although in recent years there has been a slight increase in the percentage of degrees awarded to men in home economics, female students are still predominant in the field, even at the doctoral level where 84.4 percent of the degrees awarded in 1972-73 were to women (Harper, 1975).

Developments in Canada

Morley (1973) studied schools of home economics in Canada during the decade 1960-1970. She found evidence that the mission of home economics had both changed and expanded. Enrollment patterns in schools of home economics increased sharply during the decade, except in Quebec where enrollment decreased. Graduate enrollment increased from eight to 131 students during the same period. However enrollment increases in home economics were less than the increases in the total enrollment of women at the same universities.

Morley (1973:81-83) reported that when 15 directors of home economics were asked to describe the special strengths of home economics programs, they all answered "the nutition majors," and gave credit to supporting courses in the biological and physical sciences. However, 12 of the 15 directors had advanced degrees in nutrition and excellent background in the biological and physical sciences. Although some schools offered other majors, these were specializations of more recent vintage and were seen to be still in the process of being developed. Morley (1973:84-85) added:

> Rigidity of programs, in some cases, permitted little time for the social sciences or for practicums in the community [but] . . . there was a trend toward more flexible programs at the end of the decade.

Morley (1973:220) concluded that the changes in undergraduate preparation of home economists that occurred from 1960 to 1970 were, in all cases, "changes without a true appreciation of the real meaning of home economics."

Recommendations developing from Morley's study included the following: (i) that home economics university programs become closely related to the original definition of home economics as defined by its founders; (ii) that programs be rich in the social sciences; and (iii) that the community be the major laboratory for experimentation, observation

and practice in the service to families (Morley, 1973:220-229).

INSTITUTIONAL DEVELOPMENTS

In this section, developments in four major home economics units are described. These developments are considered to be the forerunners of many of the changes being made in other home economics units.

Pennsylvania State University

In 1960, the president of Pennsylvania State University appointed a committee to make recommendations about what that university should be like in 1980, and admonished the committee to be imaginative about proposing changes in the organizational structures. The committee identified "a new thrust likely to be critical in guiding the development of a major university--the Human Development Thrust" (Vallance, 1976:93).

The committee referred to above had no representative from home economics. However, during the same period, the College of Home Economics was undergoing a self-study and curriculum change and was making recommendations for a name change. When the 1980 committee report was released in 1963, university-wide discussions began to define and implement the human development thrust advocated in the report. The leadership in the College of Home Economics "was quick to see in this prospect the potential for realizing many of their own ambitions for increasing social relevance" (Vallance, 1976:96). In July, 1966, the name of the College was changed officially to the College of Human Development, and in 1967 an essentially new college was established by adding a Department of Nursing and a Centre for Law Enforcement and Corrections, and removing the Department of Home Economics Education. By the end of 1967-1968, the old departments had been

dissolved and the faculty reorganized into four problem-oriented broadly-based divisions. Vallance (1976:99) concluded:

> The academic year that began in the fall of 1968 was marked by continued adaptation within the new college . . . . the emergence of the college of Human Development and its growth . . . was accomplished with goodwill and cooperation in most quarters of the university.

Cornell University

At Cornell, the evolution of the College of Home Economics into the College of Human Ecology began officially in 1965 when the president appointed a committee to study the college and make recommendations. However, Vallance (1976:84) listed several internal forces which had generated and influenced this committee and concluded that:

> . . . conditions had developed over a number of years which generated a considerable readiness for change. The readiness was neither equally distributed across the college faculty, nor was there unanimity on the directions which changes should take.

The report of the president's committee included a series of recommendations regarding program and structure, each supported by a clearly stated rationale. Given these recommendations, the faculty established an organization committee and began an extensive self-study, aimed at bringing about a significant change in the focus, organization and program of the college. Following submission of this committee's report, a small ad hoc group including a new dean formed a plan for the college which provided for college governance, a system for administration and department organization. The plan was presented to the faculty in February, 1969.

According to a case study of the changes at Cornell (The Technique of Change . . ., 1973) the two committee reports met with great controversy and unsubstantiated rumors, but on the whole won the support of

most of the faculty. Only a few left the college during the years of self-examination and reorganization. However, there was a feeling that the departments not represented on the committees did not fare well. "It was never understood . . . that the study committees were not meant to represent departmental faculty but to evaluate the structure of the entire curriculum" (The Technique of Change . . ., 1973:63).

Michigan State University

In the fall of 1966, the faculty endorsed a comprehensive self-study of the role and future direction of home economics at M.S.U. At the request of the faculty, the dean appointed a ten-member committee to carry out such a study. This committee began meeting in January, 1967 and presented a final report in January, 1968 concluding that "the meaning of home economics today has much in common with the definition agreed upon in 1902 by the founders" (Lee, Hart and Mentzer, 1972:37).

The committee pointed out that for many years home economics had been concerned with man and his near environment--food, clothing and shelter--but these elements, which make up the near environment, and the human beings had been viewed pretty much in isolation. The recommendation of the committee was that the focus in the future should be not only on the entities themselves but on the interaction between them.

> The committee recommends that at Michigan State University the focus of home economics shall be on the interaction of human beings with their near environment, emphasizing indepth study of the reciprocal effects that take place physically, socially and esthetically (Report of the Committee . . ., 1968:14).

A completely revised curriculum model based on an ecological approach was approved by the faculty and by the university in 1969, and

became effective in the fall of 1970. Recommended changes in the organizational structure which would better reflect the new programs became effective in July, 1970. These included changing the name of the college to Human Ecology, and organizing the faculty into four departments. One department--Family Ecology--was to provide an integrating thrust and to be responsible for core courses.

University of Guelph

In 1966, a review of the academic program in Home Economics was initiated with the ultimate objective of outlining guidelines for future development. A special faculty committee was appointed, and an academic brief prepared and presented to the Board in June, 1968. In 1969, after a year of further study, the College of Family and Consumer Studies came into being with totally new academic programs and a new organizational structure (Wardlaw, 1977). Wardlaw (1977:58) gave much credit to the first president of the new university:

> The first president of the University of Guelph recognized the importance of the program in Macdonald Institute and its potential for the future. He recognized the need to review the goals and direction of the college and for this reason made a real commitment to the study of the program . . . and to the encouragement of its development as a very viable part of the new university . . . . This kind of obvious commitment is recognized as essential in bringing about major change in an established organization.

According to Wardlaw (1977:58), the program incorporated new areas of study ". . . because we could see needs within society." Since the curriculum that was developed seemed to cluster around two areas, the organizational structure that was developed included only two departments--Family Studies and Consumer Studies.

According to the Academic Brief (1968:35) the focus and the new name of the college was essentially derived from "an adaptation of the

original definition of home economics as set forth in 1902." However, as the college has developed, its members have taken the stance that it is no longer really a college of home economics.

> We have not developed a program which can be said to relate to one professional area of study such as Home Economics, . . . but to a wide range of career opportunities which have in common a focus on the needs of families and consumers . . . .
>
> Some of our students will, after graduation, have a primary affilitation with Home Economics and may define themselves as home economists in relation to their professional responsibilities. But many of our graduates will not consider themselves to be graduates of a college of home economics (Wardlaw, 1977:57, 60).

After describing major changes in three home economics units Vallance (1976:104) remarked that he was impressed with "the complexity of innovative processes within established institutions" and with "the ingenuity and continuity of effort to develop new academic forms" relevant to the changing problems of the time. The developments reviewed above lend support to Vallance's observations.

INSTITUTIONAL RENEWAL IN HIGHER EDUCATION

The following comment by Wardlaw (1977:58) is worth considering.

> I often wonder if we will reach a state where we are continually responding to new and changing needs, or whether we will continue with situations which lead to a rather major change which, while it can be exciting and rewarding, can also be difficult and at times traumatic.

Wardlaw was essentially inquiring about the process of renewal, the subject of this section of the review.

The Concept of Institutional Renewal

Berquist and Shoemaker (1976:1) suggested that two related yet seemingly irreconcilable forces are confronting the higher education

community in the late 1970's: accelerated social change necessitating a far-sighted process of planned change, on the one hand, and on the other diminishing financial resources requiring that planned change occur under conditions of limited growth or even retrenchment. Small et al. (1976:1) concurred that the challenge of achieving the goal of quality educational service in a rapidly changing environment is becoming more and more difficult, and suggested that post-secondary institutions have therefore been looking for ways of improving their effectiveness and have begun to turn their attention to institutional renewal.

The following reasons for institutions engaging in renewal activities were given by Small et al. (1976:3):

> The institution may wish to be more effective in the delivery of needed, high quality educational services. The institution may want a planned approach to organizational development and improvement in order to avoid the risk of stagnating or moving in too many directions at the same time. The institution may want to identify ways of maximizing the effect of its most productive aspects in meeting future goals. In short, the rationale for institutional renewal is the rationale for the organization becoming more effective and better directed in what it does or plans to do.

Berquist and Shoemaker (1976:2) noted that many institutional planning efforts fail in the long run or produce unwanted side effects because they consist of short-sighted piecemeal responses to complex social problems. This "disjointed incrementalism" can itself reduce the adaptive capacity of an institution to respond to future crises.

According to Small (1976:10) the cyclical process of renewal involves (1) developing awareness of a need for change, (2) taking stock of current conditions, (3) imaging the desired future state, (4) developing and implementing action tactics for bringing about desired changes, and (5) evaluating results of changes, or taking stock of the new current

conditions and beginning the process over again. Similarly Berquist and Shoemaker (1976:3) identified six elements of institutional development: (1) assessing the current, past and future states of the institution and its environment, (2) clarifying institutional mission and goals, (3) developing an analytic and projective model of the institution, (4) designing and testing strategies for institutional stabilization or change; (5) implementing strategies, and (6) monitoring the effects and possible redesign of the analytic model and the implemented activities. Thus the process is seen as circular, and is never outgrown, but rather is constantly re-experienced and refined.

The model for renewal developed by Small et al. (1976) is based on a systems view of post-secondary institutions (Figure 1).

> . . . post-secondary institutions are people-centred systems, made up of internal subsystems, and inextricably a part of the supra-system. Institutions are affected by factors both within and without. To remain effective and healthy, institutions must develop mechanisms and processes whereby they cope with these influences (Small et al., 1976:2).

Inputs to the system include the environment (government, community-region, special interest groups), role and goals, nonhuman resources, students and personnel. The conversion process includes the following elements: managerial sub-system, support services, instructional sub-system, curriculum, and institutional environment. Outputs are related to goal achievement: quantity and type of graduate, quality of graduates and services, and influence and impact on the environment. The particular focus and scope for renewal within a given institution depends upon its needs and circumstances at any given time. At one extreme, the focus of attention might be restricted to one specific area of institutional activity. At the other extreme, holistic renewal

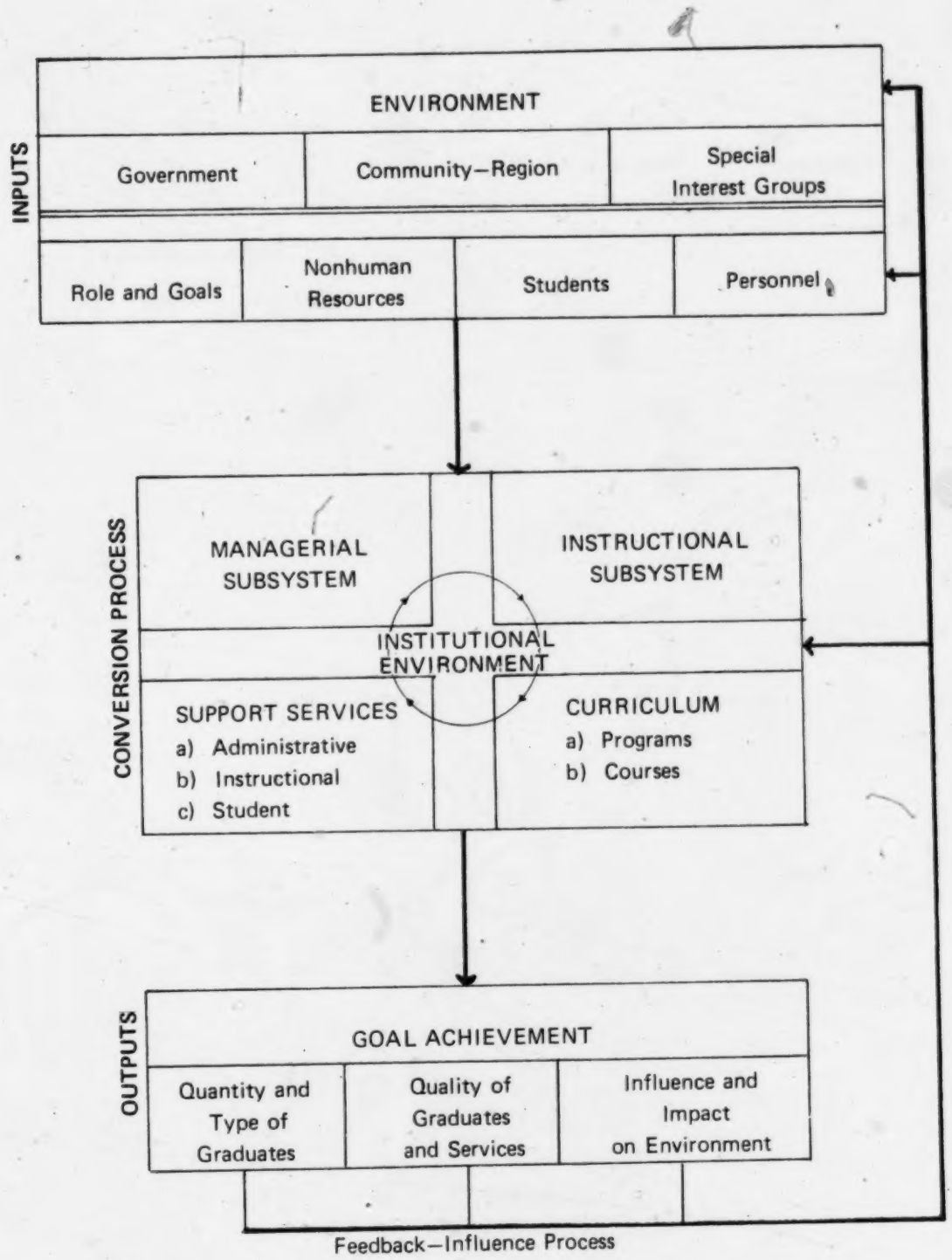

Figure 1: A Linear Representation of a Post-Secondary Institution

(from Small et al., 1976:9)

activities might focus on a total appraisal and possible redirection of the institution as a whole.

Small (1976) proposed that a renewal strategy may be characterized by its focus, scope and term. Thus, a three-dimensional model (Figure 2) can be used to classify various strategies. In reality, each of these dimensions is likely to be continuous rather than discrete. Based on the three-dimensional model and the concept of force field, Small (1976) developed the following propositions[1]:

1. The greater the scope of the renewal strategy the greater the inertia potential.
2. The broader the focus the greater the inertia potential.
3. The longer the term the greater the inertia potential.
4. The greater the inertia potential the greater the reluctance of personnel to participate.
5. Reluctance bears a curvilinear relationship to goal hiatus; i.e., as goal hiatus increases from small to large, reluctance decreases to a minimum after which it increases.
6. The greater the goal intensity the less the reluctance.
7. The greater the reluctance associated with any renewal strategy, the greater the field-force support necessary for a productive action outcome.

Thus, the importance of recognizing and controlling the environment, and of selecting strategies in keeping with the environment, have been stressed. Small (1976:5) suggested however that "a planned program of field observations and/or developmental research would be necessary to advance these propositions to the point of constituting a theory of renewal."

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[1] See pages 5-6 for definition of many of the terms used in these propositions. Small used the term "inertia potential" to refer to likelihood of inaction. It is the opposite of the term "action potential" as used in this study.

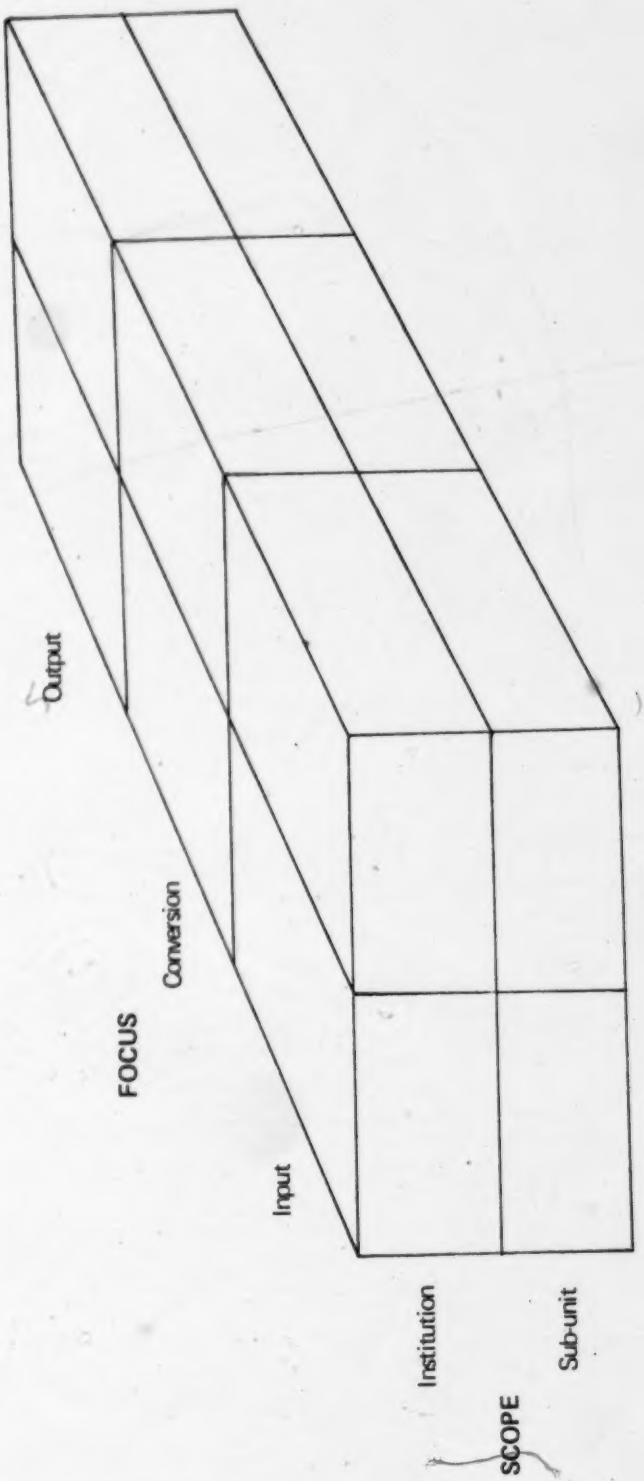

Figure 2: The Three Dimensions of a Renewal Strategy

(from Small, 1976:5)

Planned Change

Since institutional renewal is an on-going process consistent with the concept of planned change, the theory of planned change should provide a base for the consideration of renewal processes. According to Small et al. (1976:14), "the process of planned change is the means to renewal in educational organizations." Since organizations exist in a changing environment, a deliberate strategy for planned change must be undertaken if the institution is to cope.

Bennis et al. (1969:315) defined change as "an alteration of an existing field of forces" and added that we have a choice in change: to control some forces and not others, and to increase tension or to decrease it. Planned change was further defined as "processes of deliberate changing which meet the [following] criteria . . . the use of valid knowledge and the cultivation of collaborative relationships."

Bennis' definition of change given above is consistent with Lewin's (1961) "force field" model of change, one of the earliest theoretical approaches developed. Lewin considered all groups or organizations to be social systems, consisting of individuals or parts that are held together by certain interrelationships. A social system can be changed by adding or subtracting parts or by changing the nature of the interrelationships within the system. The force field model is based upon the concept of unfreezing and reordering relationships as well as the physical principle that any body is held in position by counterbalancing sets of forces. In order to bring about change in a system, the forces of equilibrium must be manipulated. This can be done by adding forces or by reducing or removing forces. According to Lewin it is more desirable

to reduce or remove forces, thus relieving tension, while the least desirable strategy is to strengthen or add forces, leading to an increase in tension within the system.

The interactive forces of change theory developed by Martorana and Kuhns (1975) is an extension and application of the force field theory to innovations in post-secondary institutions. This theory classifies forces for change in higher education as personal, extra-personal or goal hiatus forces. Personal forces are of three kinds: decision makers or people influential in the institution and its environment; implementors; and consumers. Extra-personal forces include tangible influences (resources) and non-tangible ones (policies, traditions, trends). Goal hiatus refers to the discrepancy between the aspiration toward a particular institutional goal and the achievement of this goal.

Martorana and Kuhns (1975:179-180) proposed that change is driven by the effect of all interactive forces, and developed the following series of postulates:

1. These three forces are identifiable, separable, and describable, and their individual impact on an innovation in both strength and direction is to some extent predictable.

2. These forces interact in ways which tend to reinforce or cancel their effect on the viability of the innovation; hence the label interactive.

3. Academic innovations . . . display an identifiable growth or maturation pattern--in effect a "life cycle" of developmental stages resulting from an interplay of forces over a period of time.

4. The momentum of support for the innovation derived from all positive forces must outweigh the negative forces at each stage of development if the innovation is to progress to total institutionalization.

5. Specific forces have different importance at different developmental stages.

6. The strength of the goal hiatus force derived from a given stated institutional goal is directly related to the aspiration or priority position given the goal in comparison with others.

Martorana and Kuhns added that numerical values may be assigned to each force in order that the change leadership may assess the most important positive and negative pressures and deal with them by increasing the positive and reducing the negative forces.

The politics of change. An understanding of the university as a political institution can aid in the anticipation of the forces for and against change. One of the change strategies suggested by Martorana and Kuhns (1975:165) is to convert needs into demands by the process of political action, thereby activating the possible interactive forces on behalf of the desired change. House (1974:57) saw the process of change as political: "Reorientations bring organizational politics to the fore both in advocating innovation and in defending against it." House (1974: 51) suggested the development of advocacy groups as the best strategy for bringing about change:

> The success of an innovation depends on the ability to establish a program in a competitive field, which requires a group of advocates who see developing the program to be in their own interests. Advocates defend the integrity of the special program, recruit members, infuse them with values, and secure adequate resources.

Baldridge's (1971) political model of university governance is helpful in understanding the change process. The components of the model include the social context, the interest articulation process, the legislative transformation process and execution or implementation

of policy. The social context consists of internal subcultures as well as the external context. The extent to which subcultures attempt to promote or resist change depends on their holding shared aspirations based on shared values and goals, as well as their status and access to power. The degree to which relatively differentiated subcultures are either segregated or integrated will therefore have an effect on renewal efforts. However, the pluralism of the university's social structure almost ensures that changes will affect the subcultures differently and this provokes political conflict and interest articulation.

Groups who advocate change and those who resist it are bound to come into conflict with each other, especially when changes require reallocation of resources. However, the way in which resistance is handled will determine the conflict generated. Bennis et al. (1969:153) argued that most conflict can be dealt with by using collaborative strategies, and suggested the following guidelines for handling conflict:

1. Collaboration is an achievement, not a given condition.
2. Conflict is not to be avoided, but rather faced and channeled toward the achievement of personal and social gain for all concerned.
3. Power is not a bad thing. Social action depends on power, just as physical movement depends on energy. Nothing changes in human affairs until new power is generated and old power is redistributed.
4. The change agent strives to utilize power based on and guided by rationality, valid knowledge and collaboration, rather than fear, irrationality and coercion. The latter kind of power leads to augmented resistance to change, unstable changes, and dehumanized and irrational conflict.

According to the political model, interest groups advocating change must have access to different types of resources. The more a

change is a major reorientation, the more resources will be required to bring it about. Resources that can be used to support a given change strategy are considered positive forces by Martorana and Kuhns (1975: 177-178).

At the execution or implementation stage, positive forces for change will likely wane (Martorana and Kuhns, 1975:192). During the implementation of a change there is a "strong tendency for group values to turn reorientations into minor variations and minor variations into regular practice" (House, 1974:77). Thus, a redoubling of effort may be necessary in the latter stages of development if the maturation of the change is not to be halted.

If a strong advocacy endures and maintains itself to the implementation stage, the change might become institutionalized. This process involves resisting newer changes that might threaten the original idea. As Martorana and Kuhns (1975:31) have argued, "No matter how new, how dedicated to change, an institution develops a resistance to changing anything its members have already decided." Yet, according to the political model (or any systems model), any change in one part of a system is likely to lead to new tensions, new conflicts and more changes. The idea that major changes create a need for other changes is consistent with the cyclical concept of renewal. In addition, other forces will again call for change. Therefore, a balance must be sought between the desire for institutionalization of a change and the need for continued self-renewal.

Structural and contextual factors. Baldridge and Deal (1975:3) suggested that the literature on innovation provides little help for administrators who must confront innovation in its organizational context, adding that it contains an individualistic bias and therefore stresses nonmanipulable factors. Likewise, Baldridge and Burnham (1975:165) argued that research on diffusion of innovation should shift from individuals to organizational structure and environmental factors. Their analysis of school districts indicated that individual characteristics such as sex, age and personal attitudes do not seem to be important determinants of innovative behavior among people in complex organizations, although organizational position and role do affect the involvement of people in the innovation process. Rather, structural characteristics such as size and complexity were found to be strong determinants of the organization's innovative behavior, as was environmental input from the community and other organizations. Baldridge and Burnham (1975:175) concluded that:

> With respect to organizational characteristics, the results support the premise that a large, complex organization with a heterogeneous environment is more likely to adopt innovations than a small, simple organization with a relatively stable environment. The basic logic concerns a "demand structure." (1) Size makes a series of demands about coordination, control and complexity to which an organization must respond. (2) Differentiation and structural complexity produce specialists searching for new solutions to the task demands within their specialized realms. (3) A heterogeneous environment surrounding an organization makes numerous demands for responsive behavior.

Participation in the change process. The opinions of such authors as McGregor (1960) and Likert (1967) who emphasized the importance of participation on the part of those affected by change, have been summarized by Small et al. (1976:22):

> Involvement and participation of personnel will tend to reduce the anxiety and insecurity that usually accompany change attempts. Secondly, the sharing of ideas and insights will lead to better ideas about means and ends of renewal.

While smaller scale renewal projects may require the involvement and commitment of a relatively small number of people, as the scope of renewal expands, more and more people have to become actively involved if the renewal efforts are to be successful.

Although Baldridge and Burnham (1975) played down the importance of individuals, Havelock (1973:114) and Ingram (1969) argued that the change agent must understand the phases through which an individual moves in deciding to adopt or reject an innovation, and must ensure that each individual who will be affected is allowed to go through these phases. Rogers (1962:81-86) identified these stages as (1) awareness of the new idea, (2) interest in the new idea which causes the person to seek more information about it, (3) evaluation of the new idea in order to ascertain its suitability or usefulness, (4) trial stage during which the idea is tried on a small scale, and (5) adoption-rejection depending upon the results of the trial stage.

Rogers (1962:305-307) also identified three sets of influences which affect an individual's decision to accept or reject an innovation. One set are the factors present in the situation prior to the introduction of an innovation, including the individual's own identity, and the person's perception of the situation. The second set are the sources from which an individual receives information about a proposed innovation. Sources are either personal or impersonal and can be cosmopolite or localite. The third set of influences are the characteristics of the innovation--its relative advantages, its compatibility, its complexity, its divisibility and its communicability.

The primary focus of Rogers' work is the diffusion among individuals of a given innovation or solution. When people within an organization are involved in all stages of the renewal process and therefore participate in the identification of both the problems and the solutions, Rogers' five phases are apt to be less relevant.

Resistance to change. Resistance or opposition to change comes from many different directions and for many reasons. Reddin (1970:163) suggested that resistance might be directed toward the effect on self, the effect on work, or the effect on relationships with others. Although there may be some persons who will resist any change, resistance is often to a particular change or to the change agent. According to House (1974:52), when one group advocates a change in order to advance its own interest, other groups resent such changes, which usually mean some encroachment upon an old prerogative.

Schein (1969:98) suggested that organizational change usually involves attitudes and behaviors which are integrated around the self, and implies the giving up of something to which the person has previously become committed and which he values. Any change in behavior or attitudes of this sort tends to be emotionally resisted "because even the possibility of change implies that previous behavior and attitudes were somehow wrong or inadequate." House (1974:170) agreed that the degree of resistance to an innovation is at least partly the function of the difficulty of learning a new mode of behavior. Thus, the importance of helping people learn such new behavior cannot be overemphasized.

Resistance to change may have positive as well as negative aspects. Evans (1967:2) suggested that social institutions commonly

stress their enduring aspects and that we should therefore expect the greatest resistance to change in those institutions, such as educational institutions, whose prime traditional function has been the perpetuation of society's values. In such institutions some opposition to change is desirable. What is often considered to be irrational resistance is likely to be an attempt to maintain the integrity of the institution (albeit sometimes based on a view of reality no longer tenable). Klein (1969: 502-503) outlined three aspects of the importance of defence in social change:

1. Resisters are the ones most apt to perceive and point out the real threats, if such exist, to the well-being of the system, which may be the unanticipated consequences of projected changes.

2. They are especially apt to react against any change that might reduce the integrity of the system.

3. They are sensitive to any indication that those seeking to produce change fail to understand or identify with the core values of the system they seek to influence.

The resister, therefore, usually has something of great value to communicate, and may contribute to the development of more adequate plans.

Others may resist a change because they feel it is really contributing to the maintenance of the status quo. House (1974:256-257) made an interesting observation when he stated:

> In a traditional structure, the status quo is maintained by the static nature of custom and history. The basic fact about a technocratic structure is that the status quo is maintained by constant innovation . . . externally invented and propogated by the major technocratic institutions themselves . . . .
>
> The sum total of pursuing innovation in this manner is that education becomes far more efficiently and effectively (and dependently) integrated into the technocratic structures of society.

This observation may apply more to innovations "externally invented and propogated" than to those which are a part of the renewal process.

Change strategies. Chin and Benne (1969:32-59) identified three categories of strategies for effecting change in human systems. Empirical-rational strategies are based on the assumptions that man is rational and that once exposed to a change which can be rationally justified and which will serve the self-interests of an individual or group, that individual or group will adopt the proposed changes. Normative-reeducative strategies are based on the assumption that man is complex and that changes involve not only the man (reeducation) but his environment as well, especially the normative structures and orientations defining his relationship to that environment. Power-coercive strategies are based on the assumption that power (usually political or economic) can be effectively applied to bring about the implementation of change. Although all three types of strategies might be useful Benne and Chin stressed the overriding importance of the normative-reeducative orientation.

Havelock (1973) provided guidelines for educational administrators wishing to improve the planned change processes in their institutions. Havelock's approach to change is based on the importance of the change agent in spearheading and coordinating change efforts. According to Havelock (1973:7-9) the change agent has four primary methods of operation: the catalyst, the solution giver, the process helper and the resource linker. The catalyst change agent becomes a motivating force in getting people to think about their situation differently--prodding, questioning, pointing out areas in need of change. The solution giver has definite ideas about what the changes should be and would like to have others

adopt these solutions. The process helper guides and facilitates the whole change process, providing assistance in all stages. The resource linker brings together needs and resources. Havelock emphasized the process helper role.

The six stages in the change process as outlined by Havelock (1973:11) are: (1) building a relationship, (2) diagnosing the problem, (3) acquiring relevant resources, (4) choosing the solution, (5) gaining acceptance, and (6) stabilizing the innovation and generating self-renewal. The change agent should provide the clients with as much assistance as they need during each stage without denying them a sense of meaningful involvement. Havelock (1973:174) also identified the skills necessary to carry out each of the above functions.

Havelock's approach is essentially one of team development. The team development approach to renewing higher education was advocated by Sikes et al. (1974:2) who described the conceptual basis for such an approach thus:

> The conceptual model is one of action-research carried out by student-faculty groups with the assistance of outside consultation. This model assumes that there is felt need for change, that systematic collection of data can provide for an accurate diagnosis of the specific causes of dissatisfaction and for the setting of goals for improvement, and that effective group action can be devised to move toward these goals. Innovation and change are generated by the interplay of research and action.

This conceptual basis incorporates both the empirical-rational and the normative-reeducative strategies outlined by Chin and Benne.

Several other authors have proposed or outlined strategies for change (Baldridge, 1975a:284; Baldridge, 1975b:383; Barnes, 1969:82; Bennis, 1975:338; Berquist and Shoemaker, 1976:30-42; Martorana and Kuhns, 1975:164-167; Walton, 1969:168). The strategies suggested generally

reflect those outlined above and most emphasize the importance of involving those affected. Another strategy that is mentioned often is the gradual implementation of change.

Leadership

Effective leadership is a key to successful renewal. According to Small et al. (1976:20), "The planned change process, however conceived, is predicated upon the involvement of people and effective leadership in directing their efforts toward desired future states." But what is meant by effective leadership?

There have been many theories of leadership developed and probably just as many definitions. However, Hersey and Blanchard (1972:68) suggested that ". . . most management writers agree that leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation."

One of the earliest instruments measuring leader behavior, the Leader Behavior Description Questionnaire, was developed by Hemphill (1950); cited in Stogdill, 1974:128). Several factor analytic studies of the items yielded two independent factors, identified as consideration and initiation of structure. Stogdill (1974:140-141) concluded that "research in a variety of situations indicates that leaders are rated as more effective when they score high in both consideration and initiating structure." The LBDQ-XII, consisting of twelve subscales has since been developed. Research has again shown the importance of two factors in accounting for a large proportion of total variance (Stogdill, 1974:150).

House and Dessler (1974) developed an instrument composed of 22 items grouped by factor analysis into three scales: instrumental

leadership, supportive leadership and participative leadership. According to House and Dessler (1974:43):

> The instrumental leadership and supportive leadership factors consisted primarily of items taken from Form XII of the Ohio State Leader Behavior Description Questionnaire (Stogdill, 1963). The participative leadership factor consisted of items developed specifically for the present study plus items from the Ohio State University Consideration Scale that reflect participative leadership (Fleishman, 1957). . . . The instrumental leadership scale was similar to the Form XII Initiating Structure Scale (Stogdill, 1963). . . . The supportive leadership scale was similar to the leader Consideration scales used by Fleishman (1957) and Stogdill (1963) but it did not include participative items as these scales did. The participative leadership scale measured the degree to which the leader allowed subordinates to influence his decisions by asking for suggestions and including subordinates in the decision making process.

Another two-dimensional model is the Managerial Grid developed by Blake and Mouton (1969:60-67), which is intended to describe the predisposition of a leader and as such is an attitudinal measure. The two dimensions are labelled concern for production and concern for people. Again, effectiveness is seen as being related to both dimensions. In reality, however, a leader scoring high on both dimensions (of either model) might be difficult to find. For this reason, the fact that the dimensions of both models are actually continuous should be stressed.

After reviewing the results of numerous studies relating leadership style or behavior to effectiveness, Hersey and Blanchard (1972:79) concluded that "the desire to have a single ideal type of leader behavior seems unrealistic." Likewise, Fiedler and Chemers (1974:11) argued that effective leadership is the result of matching attributes of the leader with the demands and constraints of the situation, and therefore advocated a theory of leadership effectiveness which seeks to integrate person, process and situation.

Fiedler's main contribution has been to show the interaction of person and situation in understanding effective leadership, and to specify important situational variables. The performance of a group is dependent not only on the motivational system of the leader but also on the degree to which the leader has control and influence in a particular situation. This second factor has been labelled situational favorableness (Fiedler and Chemers, 1974:69). Three aspects of the situation are important: task structure, leader-member relations, and position power of the leader. Bons and Fiedler (1976) showed that change increases the effectiveness of some types of leaders but decreases the effectiveness of others, the actual effect depending on the motivational style of the leader as well as whether the change brings about increased or decreased situational favorableness.

The three-dimensional models of leader effectiveness developed by Reddin (1970) and Hersey and Blanchard (1972:81-87) can be considered extensions and combinations of the situational contingency concept of Fiedler and the two-dimensional aspects of both the LBDQ and the Managerial Grid. The third dimension, effectiveness, essentially represents the appropriateness to the situation of the leader's basic style. Any leadership style can be effective in appropriate situations.

Hersey and Blanchard (1972:121-122) defined style adaptability as "the range of behavior within which a leader can vary his style." Although adaptive leaders have the potential to be effective in a number of situations, they will be so only if style variation is appropriate to the situation. Thus, the importance of a leader's diagnostic ability is stressed: the ability to understand the nature and impact of the

environment variables and to evaluate them in terms of task and relationship demands.

The life cycle theory of leadership developed by Hersey and Blanchard (1972:134-143) is an extension of the three-dimensional model based on a curvilinear relationship between task and/or relationship behavior and maturity of followers and is therefore appropriate to institutions of higher education. According to this theory:

> . . . as the level of maturity of one's followers continues to increase, appropriate leader behavior not only requires less and less structure (task) while increasing consideration, but should eventually entail decreases in socioemotional support (relationships) (Hersey and Blanchard, 1972:134).

Several theories of leadership have been reviewed briefly above. Two important aspects of leadership seem to emerge: an attention to task and an attention to the people who are responsible for carrying out the tasks. But of what relative importance is each of these aspects to the effectiveness of leadership in the renewal process?

Several prescriptions for leadership are found in the literature on institutional renewal, planned change, and innovation in education. Some, such as the use of collaborative strategies for dealing with conflict (Bennis et al.,1969:150) and the need to understand how individuals react to change in order to gain acceptance (Havelock, 1973:11) clearly have a relationship-oriented focus. Others, such as the necessity of a process to convey to members a sense of progress toward the goal (Sikes et al., 1974:120) emphasize task-orientation. However, the majority of these prescriptions, at least when taken together, tend to be supportive of those students of leadership who argue that the leader who is both task-oriented and relationship-oriented will be most effective.

Sikes et al. (1974:49) stressed the importance of both orientations when suggesting that the task-centered, structure-oriented approach often loses the motivation derived from affective involvement, while the person-centered approach frequently does not result in the social change desired. A combination of both approaches was therefore advocated.

The life-cycle theory of Hersey and Blanchard (1972:134) might be helpful in explaining the (apparent) leadership requirements in higher education. If the people involved are relatively mature, a leadership style that is fairly low in task-orientation and low-to-medium in relationship orientation might normally be appropriate. However, organizational change brings about a new situation. Hersey and Blanchard (1972:139) allowed that even when working with mature individuals, a leader may sometimes deviate from the low-task, low-relationship style. For instance, "during the early stages of a project, a certain amount of structure as to the requirements and limitations of the project must be established." In addition, even mature persons at times need support and reassurance when adapting to a major change. Thus, the leader most likely to effectively bring about planned change is one who can diagnose the change task and environment and adapt leadership style appropriately as the organization progresses through the various phases of the renewal process.

EVALUATION OF EFFECTIVENESS

Recent interest in the outcomes of higher education has brought about the development of various outcomes measures. An evaluation system relating program effectiveness and related costs (PERC) has been described

by Palola and Lehman (1976). The focus of the PERC system is student outcomes. A very broad classification of possible outcomes in higher education and a set of procedures for measuring many of them has been developed by the National Center for Higher Education Management Systems (NCHEMS) (1975).

According to Martorana and Kuhns (1975:8):

> Change is being pursued mainly as a reactive response to immediate problems; most of the energy for change is concentrating on the initiation of the process rather than in its assessment and evaluation; there is a dearth of information about effective change processes.

However, Small et al. (1976:3) suggested that "the rationale for institutional renewal is the rationale for the organization becoming more effective and better directed in what it plans to do." They added that "the maintenance and growth of organizational effectiveness and health are the purposes of institutional renewal," but cautioned that "the state of health and effectiveness of an organization must be appraised with due consideration given to its purpose and pattern of institutional growth and development" (Small et al., 1976:23-24). The latter statement is supported by Steers (1975:554) who suggested that when considering the selection of criteria, adequate concern be shown for the degree to which such criteria are consistent with the goals and purposes of the organization under study.

The above statements together with the definition of renewal suggest that effectiveness of renewal includes not only the attainment of a particular change goal, but especially the achievement of a state of overall organizational health or effectiveness. Many authors have discussed the concept of effectiveness, and there are almost as many

measures as there are authors. According to Bennis (1966:44) the traditional measures of effectiveness do not adequately reflect the true determinants of organizational health, since they yield static time slices of performance and satisfaction. The static discrete measurements "do not provide viable measures of health for they tell us nothing of the processes by which the organization copes with its problems." Likewise, Kester (1975:2) suggested that when evaluating change, "a more comprehensive evaluation schema would ideally include the observation of the total process of change."

The most traditional approach to measuring effectiveness was a goals approach, which often led to an emphasis on productivity as a single dimension. With respect to evaluating an innovation solely on the basis of achieving a fixed identifiable goal, Corwin (1973:387) commented:

> . . . assumptions are unreasonable in most cases, because in practice organizations constantly elaborate new goals and shift priorities as a condition of their existence, they are faced with constraints beyond their control . . . . These factors must be viewed as inherent to the innovation process, not merely as incidental inconveniences to be overcome. Simplistic approaches to evaluation designed to determine whether a program is "effective" according to a single criterion variable, at best can produce an incomplete picture and at worst can lead to distorted and misleading conclusions.

In comparing univariate and multivariate (multiple criteria) models of organizational effectiveness, Steers (1975:547) argued that the latter are:

> . . . generally more comprehensive and attempt to account for a greater proportion of the variance in effectiveness. In addition, they typically demonstrate, or at least hypothesize, how the variables under study are related to one another.

Probably one of the most comprehensive multivariate models was developed by Miles (1965) who described a healthy organization as one which "not only survives in its environment, but continues to cope adequately over the long haul and continuously develops and extends its surviving and coping abilities." Miles' ten dimensions of organizational health included goal focus, communication adequacy, optimal power equalization, resource utilization, cohesiveness, morale, innovativeness, degree of autonomy, openness to adaptations, and problem-solving adequacy.

The one dimension that is consistently a part of the multivariate models is adaptability. After comparing 18 multivariate models, Steers (1975:548-549) concluded that of all the criteria used, adaptability-flexibility was mentioned most often, followed by productivity and satisfaction. Bennis (1966:55) argued that ". . . the processes of problem-solving--of adaptability--stand out as the single most important determinant of organizational health."

Mott (1972:18-19) proposed that adaptability is a multifaceted process and differentiated between symbolic and behavioral adaptation, because "even when useful solutions are generated, they are still symbols and not behavior." Mott also claimed that flexibility is conceptually different from adaptability, because the organizational changes that result are usually temporary while adaptive changes are likely to be more permanent.

Steers (1975:549) observed that while some investigators view effectiveness as a state organizations strive to attain (i.e., once an organization acquires certain characteristics, it becomes effective), others suggest that the effectiveness construct is best understood by

viewing the entire organizational system as being in a constant state of flux, continuously trying to reach or maintain homeostasis. Steers added that "effectiveness under this more dynamic conceptualization focuses on how well an organization can acquire and utilize its resources efficiently in a constantly changing environment." Such an understanding is in keeping with the suggestion by Small et al. (1976:27) that:

> . . . the ultimate desired end [of renewal] is not a college which has attained a specified level of effectiveness and health, but one which is constantly striving toward enhanced states through a process of continuous self-renewal.

Thus, a proposal by Steers (1976) that effectiveness itself be viewed in terms of a process instead of an end state is in keeping with the concept of renewal. Steers' proposed "process model" consists of three related components: (1) the notion of goal optimization; (2) a systems perspective; and (3) an emphasis on human behavior in organizational settings. The goal optimization concept is useful because it allows for evaluation in light of an organization's behavioral intentions, multiple and conflicting goals, and constraints that impede progress toward goal attainment. In addition, this approach has the added advantage of allowing for increased flexibility of criteria: as the goals change, or as constraints change, a new optimal solution will emerge that could represent new evaluation criteria. The systems perspective component of the process model emphasizes interrelationships between the various parts of an organization and its environment as they jointly influence effectiveness. Human behavior is emphasized because "it is important to recognize and account for the people who ultimately determine the quality and quantity of an organization's response to environmental demands" (Steers, 1976:60).

While Steers (1976) has provided a conceptual basis for evaluation of effectiveness, a framework for the evaluation of curriculum developed by Stake (1967) is consistent with the process model and might be especially useful in the evaluation of renewal where the focus is the instructional subsystem. In addition, Stake's model could be modified, making it more generally applicable to renewal activities. Stake's model allows for unintentional outcomes, which are important to assess, for as Small (1976:12) has pointed out, if the processes or products are in any way detrimental to the institution, it is important that these effects be realized so that appropriate corrective measures can be taken in the planning and preparation stages of further renewal programs.

SUMMARY

This chapter began with a discussion of the developments in the field of home economics. It was shown that although the focus may have changed from time to time, the basic mission of home economics has remained relatively stable since its inception at the Lake Placid Conferences. While the literature indicated that the home economics situation on most campuses in the United States had dramatically improved, Morley (1973) suggested that developments in Canada in the 1960's had not been related to the purpose and mission of home economics. A review of specific developments in home economics programs at three American and one Canadian institution illustrated the complexity and scope of such developments.

In the section on institutional renewal in higher education, renewal was seen as a way for institutions to achieve the goal of quality

educational service in a rapidly changing environment. The process of renewal was described as cyclical, comprising several stages. The importance of recognizing and controlling the environment during the renewal process, and of selecting renewal strategies in keeping with the environment, was stressed.

Theories of planned change, which provide a base for the consideration of renewal processes, were discussed. Lewin's (1961) force field model and Martorana and Kuhn's (1975) interactive forces theory were found to be particularly useful. The political model of change was seen to be consistent with these force field theories and with the cyclical concept of renewal.

Structural and contextual factors were shown to be important considerations during the renewal process, as were human factors. Resistance to change was described as having both positive and negative effects. Change strategies reviewed took these factors into account.

Effective leadership was shown to be a key to successful renewal. After reviewing several theories of leadership and the prescriptions for leadership found in the literature on institutional renewal, planned change and innovation, the conclusion was reached that the leader most likely to effect renewal is one who can diagnose the task and environment and adapt leadership style appropriately as the organization progresses through the various phases of the renewal process.

In a section on evaluation of effectivness, it was shown that the effectiveness of renewal includes not only the attainment of a particular change goal, but especially the achievement of a state of overall organizational health. Steers' (1976) proposal that effectiveness be viewed in terms of process was seen to be in keeping with the concept of renewal.

CHAPTER III

RESEARCH DESIGN

The study consisted of two parts, a survey of all Canadian degree-granting home economics units, and a case study of the renewal process in one unit. The purpose of the survey was two-fold: to provide data for the selection of a unit for in-depth study, and to provide data relevant to problems 1 and 2 (page 4). The case study provided data relevant to problems 3 and 4 (pages 4-5). The data required for each problem and the sources of such data are summarized in Table 1.

CONCEPTUAL FRAMEWORK

The conceptual framework for this study consists of the renewal model developed by Small et al. (1976) following the work of Martorana and Kuhns (1975), and is articulated in the following propositions based on Small (1976)[1]:

1. The greater the scope of a renewal strategy, the greater the inertia potential, or conversely the lower the action potential. (When the scope is greater, more people and more units within the institution are involved or affected, and therefore more people have to be won over, convinced or co-opted.)

2. The broader the focus, the greater the inertia potential or conversely, the lower the action potential.

3. The longer the term, the greater the inertia potential, or conversely, the lower the action potential.

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[1]See pages 5-6 for definitions.

TABLE 1

DATA REQUIREMENTS AND SOURCES

Sub-Problem	Data Required	Data Source
1	–Extent and nature of changes	–Survey questionnaire –Documentation
2	–Characteristics of change-oriented units	–Survey questionnaire
	–Size of unit	–Survey questionnaire
	–Size of university	–Survey questionnaire
	–Level of organizational autonomy	–Survey questionnaire
	–Age and history of unit	–Survey questionnaire
	–Existence of graduate programs	–Survey questionnaire
3	–Responsiveness to change goals	–Interviews (ratings by self and others)
	–Perceived goal hiatus	–Interviews
	–Perceived goal intensity	–Interviews
4	–Effectiveness of renewal strategy	–Interviews, documentation, researcher evaluation
	–Action potential of strategy	–Survey questionnaire, documentation, confirmation by interview
	–Force field	–Documentation, interviews, leader behavior instrument

4. Response to a change goal bears a curvilinear relationship to goal hiatus; i.e., as goal hiatus increases from small to large, response changes from reluctance to a maximum commitment, after which it reverses toward reluctance.

5. The greater the goal intensity, the greater the commitment to the change goal.

6. Effectiveness of a renewal strategy will be high when commitment to the change goal, force field support, and action potential of the strategy used are all high and positive (Figure 3).

   Corollaries: (a) the lower the commitment to a change goal, the greater the force field support and the action potential of the strategy necessary for an effective outcome; or conversely,

   (b) the lower the force field, the greater the action potential of the strategy and the commitment to the change goal necessary for an effective outcome; or conversely,

   (c) the lower the action potential of a strategy, the greater the force field support and the commitment to the change goal necessary for an effective outcome.

The above propositions suggest the interplay of environment and strategy. According to Small (1976:8), "No innovation or change in function or purpose is ever introduced in a vacuum. There is always an environment which is either supportive, resistive or both at the same time." Thus, the importance of recognizing and controlling the environment and of using strategies appropriate to the environment is stressed.

SURVEY OF UNITS

Sample

Eighteen degree-granting units of home economics were initially included in the study[2]. These represented all units listed in the Canadian

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[2]The College of Family and Consumer Studies, University of Guelph, was included (even though that unit does not consider itself to be primarily a college of home economics) because it is listed in the CUTHE Directory, and because many of its graduates become professional home economists.

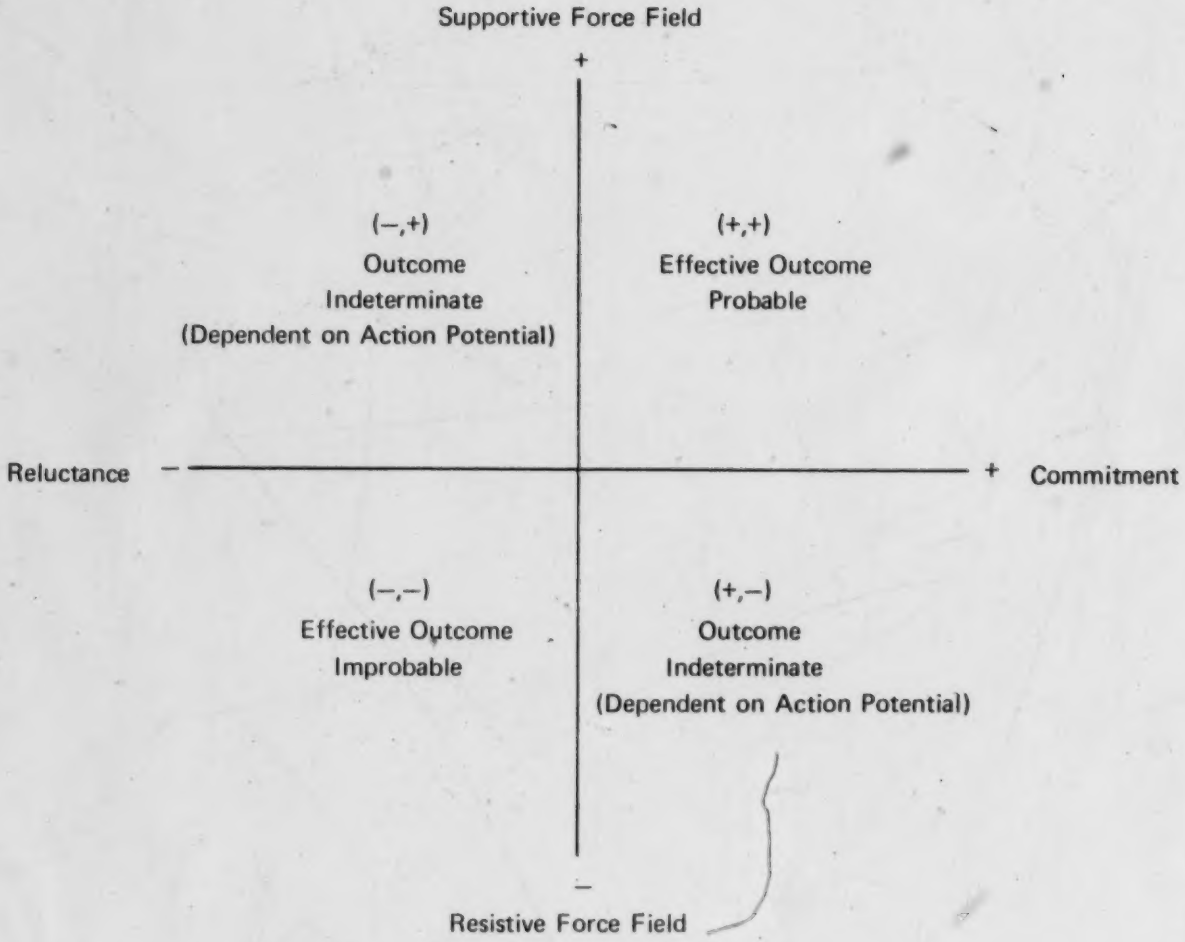

Figure 3: The Interplay of Force Field, Response and Strategy

University Teachers of Home Economics (CUTHE) Directory, except for units of home economics education which were administratively part of faculties of education. Three units were later eliminated from the study: one had been phased out; one was in the process of being phased out; and the only respondent from the third unit wrote to say that this unit was really dietetics rather than home economics. The 15 units included in the survey are listed in Appendix I.

The sample of respondents included the senior administrator (dean, director, or department head) of each unit, as well as two or three faculty members, depending on the size of the unit[3]. The faculty members were selected from the CUTHE Directory on a stratified random basis, to represent within each unit different levels of organization, where applicable, and different specializations within home economics. Where these were either not applicable (e.g., in very small units) or impossible to determine, a random sample was drawn. Since it was desirable that the faculty respondents had been present at their institution since July 1973, any respondent who did not meet this criterion was asked to return the questionnaire unanswered so that another respondent could be selected.

Data Collection

The questionnaire used in the survey is reproduced in Appendix II. Part A included identification or background questions about the respondent. In Part B, respondents were asked to describe changes in specific aspects of their unit for the period June, 1973 to June, 1977.

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[3]For units with ten or more faculty members, three faculty members were included, while for smaller units, only two faculty members were included.

In Part C, respondents were asked to describe significant overall major developments which had occurred in their units since June, 1973, or if none had occurred, any planned major changes. Part D asked the respondent to select and rank the top five units with respect to overall institutional vitality based on the following criteria: the unit's reputation for innovation and adaptability; the scholastic reputation of faculty members; and the acceptability of graduates to employers and to the profession of home economics. Part E, to be answered only by the senior administrator of each unit, asked questions regarding changes in staff and numbers of students and regarding the age and size of the unit.

The development of the questionnaire items dealing with specific changes (Parts B and E) was guided by the components of a systems model of a post-secondary institution. These components included inputs (mission and goals, leadership, staffing, students, facilities, funding); conversion process (organizational structure, governance, undergraduate program, graduate program, instructional processes, research emphasis); and outputs (number of graduates, opportunities for graduate employment, research publication, service to community). In addition, a brain-storming session was held with four members of the Faculty of Home Economics, University of Alberta, during which the participants were asked to identify aspects of home economics units which have changed or could be changed.

The questionnaire was pre-tested with four organizational units (seven respondents) within the University of Alberta, representing a range of size and complexity similar to that of the units to be studied. In addition, the former Dean of the Faculty of Economics, University of Alberta, participated in the pre-test. The instructions to pre-test participants are reproduced in Appendix III.

The purposes of pre-testing were to provide clarification of the items, to test the appropriateness of the length and format of the questionnaire, and to test the appropriateness of the period chosen for study. Following the pre-test, some items were clarified, items were rearranged, the questions regarding staffing changes were moved to Part E, and the period of study was changed from three to four years.

Questionnaires were mailed to respondents in June, 1977. Covering letters (Appendices IV and V) explained the purpose of the survey. In the covering letters the top administrator of each unit was asked to provide any relevant documentation regarding major developments that could be shared with the researcher. Reminders were sent to non-respondents four weeks after the initial mailing.

Data Analysis

The responses from each unit were used together to provide a more complete description of all the changes for that unit. The data were analyzed descriptively using the systems model referred to above as a framework for analysis. A set of guidelines was developed by the researcher for the classification of each change as extensive, medium or minor. In order to test the reliability of these guidelines, they were used by the researcher and one other judge to classify each of the changes for a sample of six units. The two judges' classifications were found to be identical on all but eight of 54 changes, and for each of these eight, the judges differed by only one level of extent. The researcher's classifications for these six units were recorded and the guidelines were then used by the researcher to classify each of the changes for the remaining nine units. An extent of change index was obtained for each

unit by summing the ratings for all changes, equating extensive to 3, medium to 2, minor to 1, and none to 0. Since this index was derived from ordinal data, it was converted into ordinal data for the purpose of analysis.

In order to treat the "nature of change" variable statistically, several variables based on the types of change were created. For each type of change the units were divided into two groups according to the extensiveness of that particular type of change. Since for the statistical tests used (see Table 2) it is undesirable to have the two groups quite unevenly divided, the classification into groups was carried out twice. For the first classification, the higher category contained only those units whose ratings for the type of change were extensive, while for the second classification, the higher category included those units whose ratings were either extensive or medium.

A perceived institutional vitality index was obtained for each unit by assigning a score of 5 for each 1st-place institutional vitality ranking received, 4 for each 2nd-place, 3 for each 3rd-place, 2 for each 4th-place, and 1 for each 5th-place, and then summing the scores from all respondents. Since the index was obtained from ordinal data, it was converted into ordinal data for the purpose of analysis.

Statistical analyses. A summary of the statistical analyses used is presented in Table 2. Since the assumptions required for the use of parametric statistics had not been met, and since much of the data were either ordinal or nominal, non-parametric statistics were used. Spearman rank correlation was used to test for relationships between the extent of change and each of perceived institutional vitality, size of unit,

TABLE 2
RELATIONSHIPS BETWEEN EXTENT AND NATURE OF CHANGE AND STRUCTURAL AND CONTEXTUAL FACTORS
Summary of Statistical Data Analyses

Variable and Level of Measurement	Extent of Change (Ordinal)	Nature of Change (Nominal)
Perceived Institutional Vitality (Ordinal)	Spearman rho	Mann-Whitney U-Test
Size of Unit (Interval)	Spearman rho	Mann-Whitney U-Test
Size of University (Interval)	Spearman rho	Mann-Whitney U-Test
Age of Unit (Interval)	Spearman rho	Mann-Whitney U-Test
Age as Presently Structured (Interval)	Spearman rho	Mann-Whitney U-Test
Level of Autonomy (Ordinal)	Kruskal-Wallis 1-Way ANOVA	Mann-Whitney U-Test
Organizational Complexity (Nominal)	Mann-Whitney U-Test	Fisher Exact Probability
Existence of Graduate Program (Nominal)	Mann-Whitney U-Test	Fisher Exact Probability

size of university, age of unit and age as currently structured, since each variable was at least ordinal. To test for differences in extent of change among units which differed in level of autonomy, the level of autonomy variable was treated as a nominal variable with three categories, and the Kruskal-Wallis one-way analysis of variance was used. The Mann-Whitney U-Test was used to test for differences in extent of change among units which differed on organizational complexity or existence of graduate programs.

Since nature of change was treated as several nominal variables each with two categories, the Mann-Whitney U-Test was also used to test for differences in each of perceived institutional vitality, size of unit, size of university, age of unit, age as presently structured and level of autonomy, among units which differed on each type of change. The Fisher exact probability test was used to test for association between nature of change and each of organizational complexity and existence of graduate programs.

CASE STUDY

Selection of Unit

The criteria used for selection of a unit for in-depth study included (i) evidence of some major purposive development; (ii) extent and nature of changes related to major development; (iii) extent of changes unrelated to major development but still important; and (iv) perceived institutional vitality.

The researcher eliminated eight units from further study on the basis that the responses received indicated no major developments since

1973. In addition, the Faculty of Home Economics, University of Alberta, was eliminated because of the researcher's association with that unit as a faculty member. An extensive summary of the changes for each of the remaining six units was presented to the researcher's supervisory committee acting as a panel of judges, who were asked to select their first, second, and third choices on the basis of the criteria outlined above. The instructions given to panel members are presented in Appendix VI.

Since the panel members were unanimous in their first choice, the Director of the unit selected was consulted. He agreed to participate and to allow the participation of other faculty members in the study.

Data Collection

During a visit to the unit in September, 1977, the researcher discussed the changes which had occurred in the unit with the Director. In addition, some documentation regarding the change was studied. Both procedures helped to clarify the extent and nature of the changes and to explain the change processes which occurred. This information was used in finalizing an interview guide which is reproduced as Appendix VII.

The items in the interview guide, which are based on problems 3 and 4, were designed to measure goal hiatus and intensity, response to change goals, force field factors, action potential of any renewal strategies used, effectiveness of renewal, and self-perceived change orientation. The first step in developing the guide was to test the validity of these concepts related to the renewal process. This was done by writing to the Deans of four large home economics units which had undergone major change prior to the study period, asking specific questions based on the concepts. Extensive answers to these questions were received

from one Dean and one former Dean, while all four Deans sent related literature. In the opinion of the researcher, the content of these responses supported the concepts and propositions that form the conceptual framework of this study.

A draft of the guide was then given to the three faculty members in the Department of Educational Administration, the University of Alberta, to judge content validity. In addition, the guide was pre-tested with the Dean and two faculty members in the Faculty of Home Economics and the Dean and one faculty member in the Faculty of Nursing at the University of Alberta. Although for pre-testing some items had to be altered to account for the different changes under discussion, the pre-testing provided a check on length, phrasing, the order of questions and the ease of administration.

The section of the interview guide designed to measure effectiveness of renewal included questions regarding achievement of change goals as well as questions regarding effectiveness of the renewal process. Since the changes under study had just begun to be implemented and it was therefore not possible to measure outcomes specifically, these items along with the organizational adaptability instrument described below were the main measures of effectiveness. Porter et al. (1975:508) justified the use of such measures as follows:

> Perhaps the best way to answer the question of how well these [change] goals are currently being achieved by organizations is to ask the people who work in them. Regardless of what the "true" facts are, it is their perceptions of them that affect their behavior.

The unit selected for the case study was visited in October-November, 1977 at which time interviews were conducted with the Director

and all full-time faculty members who had been present for two years and who were not currently on leave. Interviewees were contacted by letter a week prior to the start of the interviews, and had made appointments for interviews through the Director's secretary. No more than three interviews were scheduled for any day.

Since the items in the interview guide were somewhat open-ended, probing was often necessary. An attempt was made to record every response given by the interviewee. In addition, when answers were complex, the researcher checked the validity of the recorded response with the interviewees. Full transcripts were prepared as soon after the interview as possible (no later than the same evening).

At the end of each interview the respondent was asked to complete two instruments and to leave them with the Director's secretary to be picked up by the researcher. The Leader Behavior Questionnaire (Appendix VIII) is a modified version of that developed by House and Dessler (1974). It contains a total of 22 items which cluster into three scales: instrumental leadership (7 items); supportive leadership (10 items); and participative leadership (5 items). The modification for the present study involved restating the items in the past tense so that respondents could refer to the behavior of the Director during the change period. In addition, the term "group member" was changed to "faculty member."

The organizational adaptability instrument (Appendix IX) contained seven items. The first six items were adapted from Mott's (1972) adaptability subscale. A seventh item asking the respondent to estimate the overall effectiveness of the School was added. Hassen (1976) also used a modified version of Mott's scale and added an item on overall effectiveness.

Data Analysis

Interview data. The interview data were analyzed descriptively. For goal hiatus, goal intensity and response to change goal, the content of each interview was analyzed individually. The researcher analyzed the responses to the items measuring goal intensity and on the basis of this analysis rated goal intensity as perceived by each respondent on a scale from very high to low. Similarly, the responses to the items measuring goal hiatus were analyzed and goal hiatus as perceived by each respondent was then rated on the following scale:

1. Small
2. Real, but achievable
3. Achievable with considerable effort
4. Very large, almost unattainable.

Each respondent was thus assigned ratings for goal intensity and goal hiatus with respect to both stated goals and secondary goals.

After analyzing each respondent's description of his own response to the change goals, the researcher assigned response ratings on the following scale:

1. opposed
2. very reluctant
3. neutral/indifferent
4. supportive (in principle)
5. quite committed (time and energy)
6. an advocate.

These ratings derived from the individual's description of his own response were checked against other respondents' perceptions of who had advocated, supported or resisted the change.

The data on force field, action potential and effectiveness of renewal were summarized using the answers from all respondents and the summary data were then analyzed. For force field, the comments relative to each factor were summarized and then analyzed to determine the strength and direction of all factors as well as a total picture of the force field.

For action potential, the answers to the questions regarding scope, focus and term were summarized and each component was rated low, medium or high with respect to action potential. An overall measure of action potential was then derived from these ratings.

For effectiveness of renewal, each question regarding achievement of goals and effectiveness of process was treated separately by summarizing the answers from all respondents.

The section of the interview guide on self-perceived change orientation contained three items. For each respondent, the answer to each item was rated as either positive or negative and the number of positive responses was recorded as a measure of change orientation.

Leader behavior questionnaire. In analyzing the responses to the Leader Behavior Questionnaire, three sub-scale scores were computed for each respondent by averaging the responses to all items within each sub-scale. A range of scores from all respondents was then recorded for each subscale. In addition, a mean score for each item was computed by averaging

the responses to that item from all respondents. A mean subscale score was then computed.

In analyzing the responses to the supportive subscale, it became apparent that one item, "He kept to himself" did not belong in this scale for this group of respondents, as the scores on this item deviated substantially from the scores for any other item in the subscale. This item was therefore removed before computation of means.[4]

Organizational adaptability instrument. The mean score and range were computed for each item. In addition, a mean score was computed for the scale including only items 1 to 6.

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[4]The low number of responses did not allow factor analysis of the data to verify this procedure. However Creed (1978:108) found similar results when using the House and Dessler instrument in Canada. In addition, the factor loading for this item was not as great as that for other items in the subscale in the House and Dessler (1976:46) analysis.

CHAPTER IV

SURVEY OF UNITS

Ten of the 15 top administrators answered the questionnaire; three of the five who did not respond provided other material which contained answers to some of the questions. In one case the retiring Dean had just left on vacation and the new Dean had not yet taken office. In this case the Associate Dean who had also received the questionnaire answered Part E. In another case the Dean was absent from campus for two months and therefore did not respond.

For the four units where three faculty members had been included in the sample, three responded from one unit, two from each of two units, and one from the fourth unit. For the 11 units where only two faculty had been included in the sample, two responded from each of five units and one from each of six units. A description of the respondents from each unit is found in Table 3.

The above figures represent response rates of 67 percent for administrators and 71 percent for faculty, the latter being higher than anticipated, although the distribution was not even over units. All but one of the respondents answered each section, except that only 22 of the 34 respondents rated the institutions on overall institutional vitality (Part D of the questionnaire). Of the 12 respondents not responding to this item, six gave no reason, four said they lacked familiarity with the institution, and two claimed the task was too subjective.

A summary description of the units (Table 4) indicates considerable

TABLE 3
SUMMARY OF SURVEY RESPONDENTS

Unit	No. of Full-time Staff	No. of Respon-dents	Respondent's Position	Respondent's Specialization	No. of Years at Institution
1	Not Available	2[a]	Associate Professor	Family Economics	11
			Associate Professor	Textiles	22
2	26	1[a]	Associate Dean	Nutrition	27
3	25	3	Dean	Family Studies	10
			Professor	Foods	12
			Associate Professor	Clothing	12
4	(13)	1[a]	Associate Professor	H. Ec. Education and Communications	9
5	18	3	Assistant Professor	Communications/Prof. Development	13
			Assistant Professor	Clothing and Textiles	25
			Assistant Professor	Human Development/Family Studies	9
6	9	3	Director	H. Ec. Education	5
			Professor	Child Development	6
			Professor	Food Science and Nutrition	8
7	5	2	Dean	Nutrition	6
			Assistant Professor	Family Studies	6
8	9	3	Director	Food Science	13
			Associate Professor	Inst. Management	15
			Assistant Professor	Food Chemistry	4
9	10	2	Department Chairperson	Foods and Nutrition	10
			Instructor	Textiles	7
10	(9)	2	Associate Professor	Family Life/Clothing	8
			Assistant Professor	Interior Design	8
11	9	2	Department Chairperson	H. Ec. Education	12
			Assistant Professor	Clothing and Textiles	13
12	9	2	Department Chairperson	Nutrition	5
			Assistant Professor	Clothing	6
13	9	3	Director	Foods/Consumer Studies	26
			Professor	Nutrition	27
14	5	2	Department Chairperson	Nutrition	6
			Assistant Professor	H. Ec. Education	7
15	6	3	Department Chairperson	Foods	20
			Assistant Professor	Foods	5
			Assistant Professor	Clothing and Textiles	10

[a]For each of these units, the top administrator provided relevant material but did not complete the questionnaire and is therefore not included in the figures presented in this table.
( ) estimated.

TABLE 4. DESCRIPTION OF UNITS

Unit No.[a]	Level of Autonomy	Organizational Complexity (No. of Levels)	Number of Undergraduates	Number of Graduate Students	Size of University (No. of Students)	No. of Staff (Full-time and Part-time)	Age of Unit (years)	Age as Currently Structured	Perceived Vitality Index	Extent of Change Index
1	College	3	1,000[b]	39	10,000	Not Available	74	8	80	20
2	Faculty	3	439	53	15,000	26 + 4	67	7	84	20
3	Faculty	3	383	40	20,000	25 + 5	60	7	56	28
4	College	2	226	3	10,000	(13)	49	35	1	23
5	School	2	402	9	20,000	18 + 3	34	34	53	25
6	School	2	134	10	4,000	9 + 4	10	10	8	25
7	School	2	128	N/A	2,750	5 + 2	51	51	0	18
8	School	2	100	N/A	19,000	9 + 2	40	6	13	16
9	Department	2	420	N/A	10,000	10 + 5	25	5	18	29
10	Department	2	271	N/A	7,000	(9)		15	0	13
11	Department	2	215	1	1,400	9 + 6	49	12	1	15
12	Department	2	200	N/A	18,000	9 + 1	40	39	1	22
13	Department	2	160	10	20,000	9 + 2	37	7	0	16
14	Department	2	86	N/A	1,500	5 + 2	8	8	0	15
15	Department	2	77	N/A	2,300	6	49	49	6	22

[a]Three units listed here do not have the name "home economics".

[b]Not all of the students at the College of Family and Consumer Studies, University of Guelph will identify upon graduation with home economics.

variation among them. For example, the number of undergraduates ranges from 77 to approximately 1,000, although not all the students at the largest unit are considered home economics students. The perceived vitality index and extent of change index for each unit are also recorded in Table 4.

The nature and extent of the changes which occurred in each unit are summarized in Table 5. These data indicate that the areas of greatest change in all units together were undergraduate programs, staff, number of graduates, and leadership, while the areas of least change were governance and organizational structure. The total extent of change for the individual units ranged from 13 to 29. The changes summarized in Table 5 are described in more detail in the sections which follow.

Inputs

Mission or goals. More than half the units reported change in mission or goals (Table 6). To be classified as extensive, the change must represent new goals based on a new philosophy, or a new mission relative to that of other post-secondary institutions. Thus, two units reported change that was considered extensive.

Leadership. Eight units had experienced a change in the person who acted as top administrator (Table 7). In addition two units had a change in leadership just prior to the study period.

Staff. Although some units had considerable turn-over of staff (Table 8), the change in total staff numbers are not generally large. More significant were the changes in qualifications which had occurred. Five units reported increases in the number of staff with the Ph.D. that

TABLE 5

EXTENT AND NATURE OF CHANGES

	INPUTS									CONVERSION PROCESS					OUTPUTS			
Unit No.	Goals or Mission	Leadership	Staff	No. of Students	Students Backgrounds	Facilities	Research Funding	Organizational Structure	Governance	Undergraduate Program(s)	Graduate Program(s)	Instructional Processes	No. of Graduates	Opportunities for Graduates	Research Publications	Service to Community	Extent of Change (Total)
1	0	2	2	3	1	0	2	0	0	2	1	0	3	2	2	0	20
2	0	3	2	3*	2	0	1	0	0	2	1	2	1	2	0	1	20
3	2	3	1	2**	1	2	2	2	0	3	1	2	1	2	2	2	28
4	2	3	2	(1)	1	2	0	0	1	3	0	1	(2)	2	0	3	23
5	3	3	3	(1)	1	0	(1)	0	1	3	3	2	(2)	2	(0)	0	25
6	2	0***	3	3	1	1	3	0	0	2	3	1	2	0	3	1	25
7	0	0	3	2	2	1	3	0	0	3	N/A	1	1	1	0	1	18
8	2	3	3	1	0	0	0	0	0	2	N/A	2	3	0	0	0	16
9	3	3	3	2	3	0	0	3	0	3	N/A	1	3	3	0	2	29
10	0	3	(2)	(1)	0	0	0	0	2	3	N/A	0	(2)	0	0	0	13
11	0	2	1	0	2	0	0	0	0	3	1	2	2	2	0	0	15
12	2	0***	3	0	2	2	2	0	0	3	N/A	1	3	3	0	1	22
13	2	0	1	3	0	0	1	0	0	2	0	2	3	2	0	0	16
14	0	0	2	0	0	3	3	0	0	1	N/A	0	2	0	3	1	15
15	0	3	3	0	1	3	0	0	0	3	N/A	1	3	2	0	3	22
Totals	18	28	34	22	17	13	18	5	4	38	10	18	30	23	10	15	

* extensive for graduate students, minor for undergraduates
** medium for graduate students, minor for undergraduates
*** leadership change just prior to study period

3 = extensive change
2 = medium change
1 = minor change
0 = no change
( ) = mean score assigned to unit since actual change unknown

TABLE 6

CHANGES IN GOALS OR MISSION

June, 1973 to June, 1977

Extensive:	2 units
No. 5	To graduate community-oriented home economists; mission based on a newly agreed-upon philosophy: a unified approach to home economics
No. 9	Mission clarified relative to those of universities and community colleges; decision to concentrate on social service aspect of home economics
Medium:	6 units
No. 3	Role clarification; to increase emphasis on consumer studies, interdisciplinary studies, practical professional experience, and (for Food & Nutrition program) community nutrition
No. 4	To include more current issues in programs of study; to improve utilization of resources
No. 6	Increased emphasis on graduate work and training of extension workers
No. 8	Towards a research capability
No. 12	Increased intellectual/academic and professional orientation.
No. 13	Preparation for professional career without additional internship; more emphasis on careers in community nutrition
No Change Reported:	7 units (No.'s 1, 2, 7, 10, 11, 14, 15)

TABLE 7

CHANGES IN LEADERSHIP

June, 1973 to June, 1977

Colleges or Faculties:	Three had appointed a new Dean. (one of these was just to begin appointment).
Total: 4 Extensive: 3 Medium: 1	Two had appointed chairpersons of their "Family Studies" departments, while one had two different acting chairpersons of Family Studies while searching for a new chairperson.
Schools:	Two had appointed new directors (each with needed new specializations).
Total: 4 Extensive: 2 No Change: 2	Two had no change during study period, although one of these had appointed a new director just prior to study period. This person was given much credit for developments that had occurred. This latter school was about to appoint a new director.
Departments:	Three had appointed new chairpersons. One of these also reported a new Dean of the faculty in which the department was housed administratively.
Total: 7 Extensive: 3 Medium: 1 No Change: 3	One department had an acting chairperson (formerly the assistant chairperson) for the last two years of the study.
	Three departments had no change in leadership, but one of these had a chairperson who was appointed just prior to the study period and who was reported to have been quite instrumental in bringing about major changes.

TABLE 8

CHANGES IN ACADEMIC STAFF

June, 1973 to June, 1977

	Unit No.	1977 Size (F.T. + P.T.)	Change in Number (+)	(−)	(total)	Change in Qualifications
Extensive Change (30 % or greater)	5	18 + 3	10	7	+3	+5 Ph. D.
	6	9 + 4	3	0	+3	+2 Ph. D.
	7	5 + 2	1 +2 asst's	2	−1 +2 asst's	+3 Ph. D.
	8	9 + 2	2	0	+2	+3 Ph. D.
	9	10 + 5	1	2	0	3 increased qualifications. Part-timers now have very specific qualifications.
	12	9 + 1	6	6	0	+3 Ph. D. Most have increased qualifications.
	15	6 + 0	0	1	−1	+2 Ph. D.
Medium (approximately 20%)	4	(13)	unknown			+2 Ph. D.
	14	5 + 2	0	1	−1	+1 Ph. D.
Minor (approximately 10%)	2	26 + 4	6	6	0	+2 Ph. D.
	3	25 + 5	2	1	+1	+3 Ph. D.
	11	9 + 6	unknown			+1 Ph. D. Most have increased qualifications.
	13	9 + 2	1	1	0	+1 Ph. D.
Unknown	1					
	10					

were equivalent to 30 percent of their total staff or greater and thus considered extensive. The information on staff changes was not available for two units.

Students. Data on number of students are given for 11 units in Table 9. There were greater changes (increases) in graduate student enrollment than in undergraduate (mostly decreases). Changes in students' backgrounds are also reported in Table 10.

Facilities. Table 11 describes the changes in facilities. Two units acquired completely new facilities, three units either acquired or renovated major facilities, while two others had minor changes in facilities.

Research. In some cases the improved facilities have played an important role, along with increasingly qualified staff, in the development of research programs (Table 12). In addition to the increases in funding and staff involved, two units reported a change in emphasis from basic research to more applied. Two units reported a steady increase in the number of research publications (output) during the study period while a third unit reported that the number of publications had tripled.

Conversion Process

Organizational structure and governance. Two units reported changes in their organizational structures. One was considered to be extensive. In this unit what had been the Home Economics Department became three: Home Economics, Early Childhood Education, and Fashion. This change was part of a more general reorganization within the whole

TABLE 9
NUMBER OF STUDENTS
1973/74 to 1976/77

	Unit No.	Undergraduate				Graduate			
		1973/74	1974/75	1975/76	1976/77	1973/74	1974/75	1975/76	1976/77
Extensive Change (40% or over)	2	518	506	475	439	36	51	47	53
	6	110	118	121	134	2	5	8	10
	13	184	192	198	160	4	6	9	10
Medium Change (20 – 39%)	3	400 (22)	404 (55)	349 (33)	345 (38)	29	36	41	40
	7	163	154	143	128	0	0	0	0
	9	352	405	422	425	0	0	0	0
Minor Change (5 – 19%)	8	73	76	69	82	0	0	0	0
No Change (under 5%0	11	212	193	193	215	0	0	0	0
	12	189	231	234	191	0	0	0	0
	14	93	70	82	86	0	0	0	0
	15	80	75	74	77	0	0	0	0
Unknown	1								
	4								
	5								
	10								

TABLE 10

CHANGES IN STUDENTS' BACKGROUNDS

June, 1973 to June, 1977

	Unit No.	More Male Students	More Mature Students	More Students with Post-Secondary Experience	Other
Extensive	9		X		More urban; higher socio-economic status; all have grade 13.
Medium	2	X	X		
	7			X	
	11			X	
	12	X	X	X	
Minor	1	X			
	3				More sophisticated, less traditional orientation to home economics.
	4				More foreign students.
	5		X		
	6		X		
	15		X		
No Changes Reported	8				
	10				
	13				
	14				
		3	6	3	

TABLE 11

CHANGES IN FACILITIES

June, 1973 to June, 1977

Extensive Change:	2 units
No. 14	New facilities on main campus (had previously been located three miles away)
No. 15	Complete new facilities with more modern laboratory and research facilities
Medium Change:	3 units
No. 3	Much additional office and laboratory space for two divisions, outside main building
	Renovations in main building to accommodate third division.
No. 4	Renovation of several laboratories, classrooms and office space
	A new resource centre
No. 10	New food science and nutrition research laboratories
Minor Change:	2 units
No. 6	Renovation of a textile laboratory
No. 7	Gave up Home Management House
No Change Reported:	8 units (No.'s 1, 2, 5, 8, 9, 10, 11, 13)
	One of these units has a new building under construction; another has new facilities planned

TABLE 12

CHANGES IN RESEARCH INPUT

(Outside Grants and Number of Staff Engaged)

June, 1973 to June, 1977

Extensive Change:	3 units
No. 6	Funding has doubled; an increase in the number of faculty engaged (have really just begun to do research but are now working on several projects)
No. 7	Two faculty have funding; none had funding prior to 1973
No. 14	Funding increased substantially – two large grants from one source
Medium Change:	3 units
No. 1	Gradual increase in funding; more emphasis by all faculty
No. 3	Steady, substantial increase in grants; steady increase in number of faculty engaged
No. 12	More staff interested; some increase in funding (two large projects)
Minor Change:	2 units
No. 2	Increased number of faculty engaged; some decrease in funding
No. 13	Increase in research effort
No Change Reported:	7 units (not given for 1, not applicable for 1)

institution at a time when some departments were to develop new degree programs while others were not.

The second change in organizational structure was considered to be medium. The unit changed from school to faculty status within the university at a time when all schools in that university changed to faculties. This structural change was accompanied by a change in name from School of Household Economics to Faculty of Home Economics. The position of associate dean was created and the relationships among the dean, associate dean, administrative officer and administrative assistant, as well as those between administrators and the faculty council were clarified. The basic relationships among faculty, chairpersons and dean were unchanged.

Three units reported changes in governance processes and structures. One unit reported greater use of faculty councils and that more committees had been formed. A second unit reported greater student involvement in committees and that processes and structure had become a little more formalized. Another unit reported the discontinuance of a student-faculty liaison committee.

Undergraduate programs. All units reported changes in their undergraduate programs. Nine of these were classified as extensive, five as medium, and one as minor. Two units had completely revised their course offerings and all but two reported that courses had been dropped or added. In seven of these cases the changes were reported as part of a major restructuring of programs and in two additional cases specializations were either dropped or added.

Several trends which were apparent in these program changes are summarized in Table 13. Many of the program changes were in the areas of family and/or consumer studies. One unit added concentrations in both family studies and consumer studies. Two units added new family studies programs, while one of these also reported an increased emphasis on consumer studies within all programs. A fourth unit reported an increased emphasis on both family studies and consumer studies within its programs, while another unit had proposed a new family and consumer studies major. Four units already had programs which emphasize one or both of family studies and consumer studies.

Nine of the 15 units offer general programs. One of these, which was added during the study period, emphasizes extension work. One unit which has restructured its general program, has based its entire new curriculum on a unified approach to home economics. This unit also offers a professional course for all students. Another unit, which has discontinued its general program, has developed a new home economics course to introduce students from all programs to the broad field of home economics.

Six units reported adding interdisciplinary programs to their offerings. Three of these units were in food service administration, two of which were actually offered by another faculty with the cooperation of the home economics unit. Another is an interinstitutional program in food science. At one unit, the clothing and textile majors now require a minor in either business administration or home economics education. The sixth unit offers combined honours home economics and communication arts and combined honours home economics and psychology. In addition two units reported offering new interdisciplinary courses.

TABLE 13

NATURE OF UNDERGRADUATE PROGRAM CHANGES

Type of Change	No. of Units
Family and/or Consumer Studies Program or Emphasis Added	5
General Programs or Courses Added	3
Interdisciplinary Courses or Programs Added	6
Practicums and/or Independent Study Added	5
Four-year Programs Introduced	5

Five units reported increased practicum or field work experience in their programs. Two units had integrated the dietetic internship into their undergraduate programs. Another unit has introduced practicums in each program. This same unit has also added independent study courses. A fourth unit reported increased practicum time for home economics education majors, while the fifth unit reported more emphasis on field work in the foods and nutrition program.

Many of the courses added were upper-level courses. This is in keeping with the finding that five units had changed from three-year to four-year programs, although in two of these units the fourth year is optional. Other changes in program requirements included more options, changes in type of science courses required, different core course requirements and the introduction of progression standards.

Graduate programs. The changes in graduate programs (Table 14) were not as numerous as those in undergraduate programs, partly because many units do not have graduate programs. It is also possible that some of the programs were developed just prior to the study period, and would not yet be ready for major changes. Two of the changes were considered to be extensive. One unit has added a Ph.D. program and has planned a new interdisciplinary Master's program. The second unit's new Master's program could be considered interinstitutional since students are given credit for advanced courses taken at other recognized home economics units. Its residence requirements are innovative: candidates are allowed to alternate intensive presence on campus with home-study and tutorial aid.

TABLE 14

CHANGES IN GRADUATE PROGRAMS

June, 1973 to June, 1977

Extensive Change:	2 units
No. 5	–Introduction of Ph. D. program in nutrition, including community nutrition –Planned introduction of a master's program in family studies – an interdisciplinary program with the Education Faculty (requires only final steps in university approval process)
No. 6	–Introduction of a master's program with three specializations: foods and nutrition, textiles and clothing, and family life organization. Students may alternate intensive presence on campus with home study. Students may select courses in their chosen specialization from other recognized universities
Minor Change:	3 units
No. 1	–Specification of number of courses required –Gradual increase in the interdisciplinary nature of programs
No. 2	–Increased grade point average for entrance in one program –More faculty available as advisors in family economics and management program
No. 3	–Changes in course requirements –Introduction of new courses as programs have evolved
No Changes Reported:	3 units (Nos. 4, 11, 13)
Not Applicable:	7 units (Nos. 7, 8, 9, 10, 12, 14, 15)

Instructional processes. Twelve units reported change in instructional processes as recorded in Table 15. None were considered to be extensive. Six units introduced team teaching, while three introduced practicums, three introduced the use of learning modules, two added independent study, two increased their use of community projects and three increased the use of audio-visual resources.

Outputs

Community service. Nine units reported some change in their service to home economics professionals or to other sectors of the community (Table 16).

Graduates. The number of graduates for each year of the study period is given in Table 17. The classification as extensive, medium, or minor was based on changes in the number of graduates from the undergraduate program, since the number of graduates from graduate programs tends to be sporadic. In contrast to the enrollment figures (Table 9), most of the extensive changes are increases, as the enrollment decreases are not likely to show up in graduate figures for a few years.

The findings with respect to opportunities for graduate employment are notable. While five units reported fewer opportunities in traditional areas such as dietetics and teaching, eight units reported that they were preparing graduates for broadening opportunities in non-traditional areas (Table 18) and that graduates were being successfully placed in such positions. In addition, two units which made extensive changes to their undergraduate programs reported increased eligibility for post-graduate study, C.D.A. certification and Type A teaching certification in the

TABLE 15

CHANGES IN INSTRUCTIONAL PROCESSES

June, 1973 to June, 1977

	Unit No.	Practicums Introduced	Learning Modules Introduced	Team Teaching	Increased Use of A.V. Resources	Independent Study	Other
Medium	2	X			X	X	
	3	X	X	X	X		
	5	X		X			
	8		X			X senior project	
	11				X		More community projects
	13		X				
Minor	4			X			More use of guest lectures, role playing and modified contract learning in one course.
	6			X			
	7						More community projects
	9			X			Contract grading
	12			X			Use of laboratory assistants
	15						Use of senior students as laboratory demonstrators
No Change Reported	1 10 14						
		3	3	6	3	2	

TABLE 16

CHANGES IN SERVICE TO COMMUNITY

June, 1973 to June, 1977

Extensive Change:	2 units
No. 4	Home Economics positions in University Extension are being phased out. University will now service the profession who will service the community
No. 15	Homemaker Service Program developed jointly with the Adult Education Department
Medium Change:	2 units
No. 3	With alumni association and provincial professional association, jointly initiated annual Update Seminar for graduates and members of professional organization
No. 9	Initiated upgrading for diploma graduates, and continuing education courses for dietitians and teachers
Minor Change:	5 units
No. 2	Increased faculty involvement on volunteer boards of community agencies
No. 6	More time spent in educational radio
No. 7	Faculty have acted as consultants regarding home economics education and dietetic services in local area
No. 12	Most courses available to, and one course designed for, non-majors; courses free to senior citizens
No. 14	Faculty have consulted with local marketing boards
No Change Reported:	6 units (Nos. 1, 5, 8, 10, 11, 13)

TABLE 17

NUMBER OF GRADUATES

1973/74 to 1976/77

	Unit No.	Undergraduate Program 1973/74	1974/75	1975/76	1976/77	Graduate Program 1973/74	1974/75	1975/76	1976/77
Extensive Change (40% or over)	8	24	22	15	36	0	0	0	0
	9	47	83	94	90	0	0	0	0
	12	38	59	40	52	0	0	0	0
	13	22	52	54	52	0	0	0	0
	15	36	20	18	18	0	0	0	0
Medium Change (20 – 39%)	6	21	19	23	26	0	1	3	3
	11	64	58	67	45	2	1	0	1
	14	22	15	22	14	0	0	0	0
Minor Change (5 – 19%)	2	108	86	121	94	3	7	10	
	3	73	86	83	78	10	5	10	9
	7	39	40	44	33	0	0	0	0
Unknown	1								
	4								
	5								
	10								

TABLE 18

CHANGES IN GRADUATE EMPLOYMENT

June, 1973 to June, 1977

	Unit No.	Increased eligibility for post-graduate work, C.D.A., "Type A" teaching certificate	Fewer opportunities in traditional areas (dietetics, teaching)	Broadening of opportunities in non-traditional areas	Other
Extensive	9	X		X government and social service agencies	
	12	X			graduates compete more successfully in the job market
Medium	1		X	X business	
	2			X more opportunities for family studies graduates; more retailing and industry jobs for C & T graduates.	more teaching jobs but rate of increase is decreasing
	3		X	X human service delivery; merchandizing, museum work; consumer affairs department	
	4		X		
	5		X	X	
	11			X business	
	13			X openings for dietetics graduates in community health agencies	
	15			X consumer affairs; welfare agencies	
Minor	7		X		
No Change Reported	6				
	8				
	10				
	14				
		2	5	8	

Province of Ontario. These findings are most meaningful when compared to the changes in mission or goals reported in Table 6. The changing opportunities for employment reflect quite closely many of the revised mission or goal statements.

Statistical Analyses

The relationships between both extent and nature of change and structural or contextual factors are summarized in Table 19. The only factors significantly related to the overall extent of change index were size of unit (rho = +0.38) and size of university (rho = +0.37). Thus more change tended to occur in the larger home economics units and the larger universities.

Institutional vitality index was related to changes in leadership and in number of students. The higher the index, the greater the change in these two aspects.

The larger home economics units reported greater changes in leadership, number of students and opportunities for graduates, while greater changes in facilities and research funding were reported by the smaller units. Units from the larger universities reported greater changes in goals and instructional processes, while those from the smaller universities reported greater changes in facilities and research funding.

The older units reported greater change in number of students while the newer units reported greater change in research publications. More change in undergraduate programs was reported by those units which had undergone organizational restructuring less recently (i.e., by those reporting higher age as presently structured).

TABLE 19
RELATIONSHIPS BETWEEN EXTENT AND NATURE OF CHANGE AND STRUCTURAL AND CONTEXTUAL FACTORS
Summary of Findings

	Extent of Change Index	Nature of Change [a]
Institutional Vitality Rank Index	non-significant (+)	**Leadership **Number of Students
Size of Unit	rho = +0.38*	*Leadership **Number of Students **Facilities *Research Funding *Opportunities for Graduates
Size of University	rho = +0.37**	***Goals *Facilities *Research Funding **Instructional Processes
Age of Unit	non-significant (−)	**Number of Students *Research Publications
Age as Presently Structured	non-significant (−)	**Undergraduate Program
Level of Autonomy	non-significant	*Number of Students
Organizational Complexity	non-significant	**Number of Students
Existence of Graduate Program	non-significant	*Staff *Opportunities for Graduates *Instructional Processes

[a] Only significant results are reported
*$p < .1$
**$p < .05$
***$p < .01$

Greater change in number of students was reported by the more autonomous and the more organizationally complex units. Those units which have graduate programs reported greater change in instructional processes and opportunities for graduates, but less change in staff, than did those units without graduate programs.

CHAPTER V

CASE STUDY

Description of the Unit

The unit selected for case analysis was No. 5 (see Table 4, p. 64). This School of Home Economics is administratively part of a Faculty of Arts, with the School's Director being responsible to the Dean of Arts. There are no formal departments or divisions within the School, although informally there are two divisions--human nutrition and family sciences.

Prior to the study period, the School offered two undergraduate programs--a human nutrition program and a family science/general program. The decision had been made several years ago to develop strength in the human nutrition area first and then to develop the family science area. Thus, the past director had been a nutritionist and by 1975 the human nutrition program had been quite well developed, to the extent that both Master's and Ph.D. programs in nutrition were offered.

Introduction to the Case

In 1975, it was felt by the members of the School and by university administration that it was time to develop the family science area. Thus, a new Director with a background in family science was appointed by the Dean. When considering the position, the Director had asked for written statements from faculty members regarding their perspectives on the goals and objectives for the School and for themselves. On the basis of these statements and personal interviews with faculty members, he had satisfied

himself before accepting the position that there was a reasonably high potential that members were ready for such a development and that they were willing and able to work together toward such a goal.

The strategy chosen by the Director was to appoint curriculum review committees (one for each division) to thoroughly review the present curricula and present proposals for change. The committees, which included student members, were to interview each faculty member. Their reports were to be presented to and discussed by all faculty in the School. Approved changes would then be forwarded to the Faculty Curriculum Committee and through this committee to the Faculty and then to the Senate Curriculum Committee before being finally approved. (This procedure for taking curriculum changes beyond the School was well outlined in university policy.)

The process under study therefore began in the fall of 1975 when the newly appointed Director appointed the curriculum review committees. The Director was an ex-officio member of each committee but gave the members considerable freedom to act. The family science curriculum committee developed as a framework a philosophy of home economics as a unified field. Their goal for change then became to develop a curriculum which reflected that philosophy of home economics.

The report of the family science curriculum committee consisted of a statement of philosophy and suggested new curricula for both a general program and a more specialized family science program (see summary, Appendix X). The report was circulated among all faculty at the School and was then discussed at a meeting of faculty where it was accepted internally in the spring of 1976. Proposed changes in the human nutrition

program were related to the developments in family science in that they included a greater emphasis on nutrition education and community nutrition.

The proposed changes were forwarded to the Faculty Curriculum Committee, then to the Faculty and then to the Senate Curriculum Committee before being finally approved. The new curriculum was ready to be implemented in September 1977 with the exception of one course which had not been approved by the Faculty Curriculum Committee.

In addition to the agreed-upon goals, several secondary goals were suggested by interviewees. These included:

1. the provision of homogeneity and an identity for the family science division while at the same time maintaining integration in the School;
2. closer interaction both between the two divisions and between the School and other parts of the university;
3. the recruitment of different students;
4. preparation for proposed new graduate program in Family Studies;
5. change in name of School;
6. greater recognition of the School by other parts of the university and by colleagues across Canada; and
7. some personal goals such as strengthening own areas.

Description of Interviewees

In gathering data for the case analysis, the Director and ten faculty members were interviewed. This represented all full-time faculty who had been on staff during the full period under study (fall, 1975 to fall, 1977) except for two who were on leave at the time of the interviews. The Director plus one of the faculty members interviewed were new at the

beginning of the period while another faculty member interviewed had arrivied during the period. Four of the faculty members were in the family science division, five were in the human nutrition division and one was considered to be in both.

Goal Hiatus, Goal Intensity and Response to Change Goals

All respondents agreed that a change in the suggested direction was desirable. The ratings assigned to each respondent for goal hiatus, goal intensity and response to change goals are summarized in Table 20. With respect to the goal hiatus of the stated goal (a new curriculum which reflected the philosophy of home economics as a unified field) all respondents felt this goal was achievable but many felt it would take considerable effort. Those who thought it would require considerable effort suggested that a true understanding of the philosophy underlying the new programs would be difficult to achieve. The majority of respondents also felt that the goal was both very important and urgent (i.e., very high goal intensity), although some suggested that it was not so urgent that it should be rushed through without careful planning.

Many of the secondary goals identified by interviewees were related to and supportive of the stated goal, while some were neither related nor supportive. These goals, however, as they were mentioned by the respondents, were mostly seen to be very important, but generally not as urgent as the main change goal (i.e., medium to high goal intensity). They were also seen as being achievable, some with considerable effort.

The response to change goals was generally very high. Five respondents claimed to be advocates of the change goal. In each case the

TABLE 20

GOAL HIATUS, GOAL INTENSITY AND RESPONSE

Respondents	Stated Goal		Other Goals		Response
	Hiatus	Intensity	Hiatus	Intensity	
1.	2	Very High	3	High	6
2.	3	High	2	Very High	5
3.	3	Very High	3	Medium	6
4.	3 (later 2)	Very High	–	Med-High	6
5.	3	Medium	–	–	4
6.	1 – 2	Low-Medium	2 – 3	Medium	2 – 3
7.	2 (later 3)	Very High	2 – 3	High	6
8.	–	Very High	–	–	4
9.	3	Very High	–	–	6
10.	2 (later 3)	High	3	High	4
11.	3 (later 2)	Very High	–	High	6

Hiatus: 1 – Small
2 – Real but achievable
3 – Achievable with considerable effort
4 – Very large

Response: 1 – Opposed
2 – Reluctant
3 – Indifferent
4 – Supportive (in principal)
5 – Quite committed (time and energy)
6 – An advocate

self-rating was supported by other respondents. In addition, one respondent in the human nutrition division who is rated as an advocate suggested that she was an advocate of the change within her own division, but since she lacked knowledge in the area, did not commit much time and energy. Two other respondents, one who rated herself (with support from others) as quite committed and one who rated herself as supportive, also claimed to lack the knowledge to be true advocates.

Only one person gave a self-rating less than supportive. Three other respondents suggested that this person's reluctance was based on very practical reasons relating to the difficulties of implementation. Only one person with a self-rating of supportive or higher was rated as reluctant by one other respondent. In fact, most respondents felt that among permanent staff there had been no true resisters to the change. Although there was considerable support for the change, some respondents sensed that some others did not yet truly understand the underlying philosophy.

Action Potential of Renewal Strategy

Responses to the items regarding the focus, scope and term of the renewal strategy are summarized in Table 21. Although some respondents felt that the scope of the change was the whole School and that the change might indirectly affect other units, the majority (nine of 11) felt that the scope for change had been primarily one division. The action potential was therefore rated high by the researcher on the basis of scope.

Respondents agreed that the main focus of the strategy was the undergraduate curriculum. However, several other components were identified

TABLE 21

SCOPE, FOCUS AND TERM OF RENEWAL STRATEGY

Strategy:	Appointment of curriculum review committees through to approval by Senate Curriculum Committee	Action Potential
Scope:	Primarily one division Indirect or minimal effect on second division and on other units (e.g. Education)	High
Focus:	Mainly on undergraduate curriculum Also involved- goals students faculty leadership graduate program instructional processes quality of graduates research output facilities	Low–Medium
Term:	Most expected a two-year period, and considered this to be reasonable time for the task	Medium
Overall Action Potential		Medium-High

as being objects of the change process (Table 21). Thus action potential was rated low-medium based on focus. With respect to term, the respondents expected the strategy (including the final approval by the Senate Curriculum Committee) to last two years, but considered this a reasonable length of time. Action potential was therefore considered medium based on term. An overall rating of action potential as medium-high was derived by considering together the scope, focus and term of the renewal strategy (see propositions, p. 46).

Force Field

Positive and negative factors which affected the progress and outcome of the renewal strategy and which were identified by respondents are summarized in Table 22 and described below.

Within the school. There was a general readiness for change within the School. In fact, the new Director had been appointed with the expectation of the members that he would help to bring about desired changes.

The leadership of the Director was a very positive force for change. He was seen by many as the main driving force who laid the groundwork and set the stage. He was described as having clear purpose and intent, being directive at first but then giving the curriculum committee freedom to act. He was seen as being very supportive of and having faith in the committee. He was given high scores on each of the three scales of the leader behavior instrument (Table 23).

A traditional desire for excellence within the School was reported. The human nutrition program was already highly developed and it seemed

TABLE 22

FORCE FIELD AFFECTING RENEWAL STRATEGY

	Positive Forces	Negative Forces
Within School	– Readiness for Change – Leadership – Desire for excellence – Perceived need by students – Committee's enthusiasm and expertise – Availability of Qualified Staff	– Differing philosophies and interests – Faculty Workload – Separation of Facilities – Ill health of key personnel
Within University	– Very visible support of Dean – Support of President – Commitment of resources for hiring qualified staff – Expectation of new building in near future – Clarity of policy re procedures for curriculum change	– Lack of resources for new program components – Lack of understanding of home economics by colleagues
Within Community	– Perceived need by recent grads and perspective students	– Traditional view of home economics within some segments of community and profession.

TABLE 23

LEADER BEHAVIOR SCORES

		Mean Response (n = 10)
Instrumental Leadership Items		
He let faculty members know what was expected of them.		4.1
He decided what should be done and how it whould be done.		3.9
He made sure that his part in the group was understood.		4.6
He scheduled the work to be done.		3.6
He maintained definite standards of performance.		4.0
He asked that faculty members follow standard rules and regulations.		4.0
He explained the way my tasks should be carried out.		3.0
Scale	**Range: 2.6 to 4.9** **Possible Range: 1.0 to 5.0**	**3.9**
Supportive Leadership Items*		
He was friendly and approachable.		4.2
He did little things to make it pleasant to be a faculty member.		3.8
He put suggestions made by faculty members into operation.		4.3
He treated all faculty members as equals.		3.8
He gave advance notice of changes.		4.0
He looked out for the personal welfare of members.		4.0
He was willing to make changes.		4.4
He helped me overcome problems which stopped me from carrying out my tasks.		3.6
He helped me make working on my tasks more pleasant.		3.6
Scale	**Range: 1.8 to 4.8** **Possible Range: 1.0 to 5.0**	**4.0**
Participative Leadership Items		
When faced with a problem he consulted with subordinates.		4.2
Before making decisions he gave serious consideration to what faculty members had to say.		4.4
He asked faculty members for their suggestions concerning how to carry out assignments.		3.8
Before taking action he consulted with faculty members.		4.1
He asked faculty members for suggestions on what assignments should be made.		3.9
Scale	**Range: 2.2 to 5.0** **Possible Range: 1.0 to 5.0**	**4.1**

*one item from the House and Dessler scale has been removed

logical that the family science program should also become so. In addition, it was alleged by staff that many students perceived a need for a new type of program.

The curriculum committee was given much credit for the developments within the School. The committee members displayed a great deal of enthusiasm for their task and were able to work well together. The committee felt it had the power to make things happen and members were given time to do their work. In addition, one member of the committee had previous experience with a similar process elsewhere and had already devoted much time and effort to developing a philosophy of home economics.

Another positive force was the fact that as faculty positions opened, the Director was able to find and attract well qualified persons who could help to implement the new program.

The differing philosophies and interests within the School were not seen as hindering the planning of the new program but were seen by some as making implementation difficult. A heavy faculty workload made the task of the committee difficult and was also seen as hindering implementation, since the new program would increase the load for some. Another negative force was the separation of the faculty into two buildings and the resulting lack of interaction among faculty. Finally the ill health of the Director and one member of the curriculum committee at the time of implementation was seen as a possible cause for slower progress than might otherwise have occurred.

Although the number of negative forces within the School was almost as great as the number of positive forces, the positive forces were assessed by the researcher as being much stronger and on balance the force field within the School was seen to be positive.

Within the university. The support of both the Dean and the President was sensed by most members. The Dean had been especially supportive. Because of interaction with both the past and current Directors, it was sensed that he understood and believed in the change. The President was supportive in a less direct manner. He had been Dean when the decision to develop family science was made. He had indicated that he was in favor of incorporating study of the family into home economics rather than into other programs.

Resources had been committed for the hiring of well qualified staff. Although the proposal for changes in the Family Science program had explicitly stated that no increase in faculty would be required by its introduction, unfilled positions in the School had been left open during a period of considerable financial pressure on the Dean, while some positions in the university had been frozen. In addition, a new building which would give the School the necessary facilities was expected in the near future. A few respondents felt, however, that support from administration did not include funding for new program components (for example, placements for the Community Nutrition Internship, which had been planned prior to the proposed changes in Family Science and has since been abolished and replaced by a Community Nutrition specialization at the graduate level).

Another positive force was the clarity of the policy regarding procedures for curriculum change within the university. However, it was during this part of the process that some of the most negative forces were in effect. Many respondents reported a perceived lack of understanding of home economics by most people outside the School, including members of

the Faculty Curriculum Committee. Some departments questioned the content of some proposed courses and the right to teach them within home economics.

Both the strength and number of positive forces within the university were apparently greater than the negative forces, and therefore the force field within the university was assessed by the researcher as quite positive.

Within the community. The positive and negative forces within the community appeared to balance each other. A perceived need for a new program by some segments of the community, especially recent graduates and prospective students, was reported. A traditional view of home economics held by some segments of the community and the profession was reported as a negative factor.

Summation. When forces within the School, other parts of the university, and the community were considered together, the resulting force field was seen to be quite strongly positive.

Effectiveness of Renewal

A number of items were discussed during the interviews in order to assess the effectiveness of the renewal process. In the following section the responses to each item are summarized.

> Item: The agreed-upon change goal was "to develop a curriculum that reflects the philosophy of home economics as a unified field including a strengthened family science program." In your opinion, to what extent has this goal been achieved? Explain.

The majority of respondents felt that the goal had been largely accomplished in that an appropriate curriculum had been developed. Actual extent of accomplishment would depend on full implementation. The family

science area had definitely been strengthened, with more options available to students, although some learning about the new program was still taking place, and some changes might still be necessary, especially regarding the scheduling of courses in the program. Students in the old programs required fairly extensive counselling in order to adapt to the new programs.

Regarding the community nutrition emphasis, the first students had just entered the program, so that no evaluation was yet possible. However, one respondent felt that the goals for the human nutrition program would take a long time to achieve.

Some respondents felt that the unified field concept was still not well understood, especially by students, and concern was expressed that if the one professional course that was to be compulsory for all students did not become so, the philosophy would not be implemented.

There were plans to begin an evaluation of the programs during the first year of implementation.

Item: To what extent have the changes been implemented as planned?

New faculty with appropriate backgrounds had been appointed. Some, but not all of the new courses had been offered in the first year of implementation. However, most respondents felt that the program had been implemented with the exception of two courses, one of which had not yet been approved by the university and therefore had to be offered in a modified way. Inflexibility in the first and second years of the new programs had created difficulties for transfer students entering the programs in their second year, with the result that many students were not taking the professional course that was meant to be compulsory. Some planned changes in teaching methods had not been implemented since their

implementation was dependent upon new facilities becoming available.

It was found to be necessary to screen students for the new family science program on the basis of understanding of and appreciation for the objectives of the program and how these objectives related to their own personal goals.

Item: To what extent have other unstated goals been achieved?

It was felt by the one respondent who had identified it as a goal that an identity within family science had been achieved to some extent and that integration within the School, although not total, had been achieved to a realistic extent. Another respondent felt that interaction between divisions and with other parts of the university was still at a very early stage and that there was still a long way to go. Another suggested that it was difficult to evaluate yet how the image of the School had been affected.

Several respondents had mentioned preparation for a graduate program in Family Studies as a secondary goal. The development of such a program had been achieved in cooperation with the Faculty of Education, but the proposed program had not yet received final approval at higher levels. It was felt that graduates from the new undergraduate program would be prepared to enter such a graduate program. However, one respondent felt that they had not yet attracted a different type of student.

A change in name for the School had not really been discussed, so that nothing had happened in this respect.

Item: Have there been any other beneficial outcomes?

Many of the responses to this item were similar to those for the

previous item, but were given by different respondents. In other words, one respondent might have identified something as a secondary goal, while another respondent had not seen this as a goal but recognized the outcome as beneficial.

Many respondents felt that the process had had a harmonizing effect, both within the family science division and between the two divisions. Those within the family science division have become committed to the new program and have something to work toward together. Those in the human nutrition division now have a greater appreciation of the curriculum committee's work, of the process, and of the family science field. One respondent felt that it had been a period of high morale with a sense of accomplishment, and that individuals had experienced a period of growth with defined goals and focused energies.

The discussions within the School had made it easier to explain home economics and the School to the public. Persons outside the School who were consulted during the process now have a better understanding of home economics. It was felt that the general attitude within the university had changed for the better, especially "where it counts." People were consulting with home economics faculty and asking for their involvement. There were changing expectations of the School. One respondent felt that the greater recognition and increased expectations increased the likelihood of receiving better facilities.

Item: Have there been any negative outcomes?

Many respondents felt that relationships with one professional organization had not been enhanced by the process, although efforts were being made to improve the understanding of the changes on the part of

the organization's membership. Likewise, relationships with one department of the university were hindered and some respondents felt that the reactions of this department to the proposed changes (questioning the ability of faculty members to teach in certain areas) may have inhibited some members of the School. Support of this department is still being sought.

Attempts to make one course compulsory for all students may have created an issue which demonstrated division within the School regarding acceptance of a philosophy of home economics as a unified field. One respondent felt that there were still some negative feelings regarding this philosophy.

Timetabling problems associated with the new program have created difficulties for some students having to postpone until their final year courses which would normally be taken earlier.

> Item: To what extent has each of these goals for individuals been achieved (or have you seen improvement in the last two years):
> (i) ability to work with colleagues and students;
> (ii) self-control and self-direction (sense of autonomy);
> (iii) individual growth--attaining one's own goals;
> (iv) receptivity to change--adaptability and flexibility?
> To what extent were these goals for individuals considered important for the change process?

Only four respondents reported having regarded some of these as goals, although some felt now that they were important. The majority however felt that the Director had considered these as goals. Only four respondents felt that other faculty members had seen them as goals.

With respect to ability to work with colleagues and students, most respondents felt there had been some increase in this ability, but many felt that it had always been there.

With respect to sense of autonomy, respondents were evenly divided between those who felt there had been some change, at least for some people, and those who saw no change. Some who reported no change felt that there was little need for change.

All respondents felt there had been an increase in opportunity for individual growth and/or that growth had taken place.

Most respondents perceived increased receptivity to change. Three perceived no change, two of them suggesting that members had been quite receptive to change prior to the process.

Item: To what extent has each of these organizational goals been achieved:
(i) development of a high level of trust;
(ii) open communication;
(iii) maximization of collaboration and teamwork;
(iv) readiness to change from traditional patterns of operation which no longer appear sound?
To what extent were these organizational goals considered important?

Although some respondents reported that they saw these as goals, it seemed that the goal was more to maintain rather than to increase trust, communication, teamwork and readiness to change. The majority of respondents felt that these were already high. However, one respondent had indicated in response to another question that there had been lack of communication regarding goals. Some felt that these aspects had been improved due to the process of working very closely together on a major project. One respondent suggested that this period of change had been an opportunity to test these aspects of the organization, and that they had been found to be operative within the School.

Item: To what extent have these performance goals been achieved:
(i) the clarification of objectives;
(ii) commitment to organizational objectives;
(iii) creation of a problem-solving climate;
(iv) increased innovation;
(v) more effective utilization of resources?
To what extent were these performance goals considered important for the change?

With the exception of the creation of a problem-solving climate, these goals had been considered important by all respondents. The Director indicated that he had made these goals explicit, and respondents indicated that they felt other faculty generally considered them to be goals.

All respondents reported that there had been considerable progress with respect to the clarification of objectives. Some felt that they were still attempting to clarify common objectives for the whole School. The majority perceived an increased commitment to organizational objectives, at least on the part of some if not all members. Half of the respondents felt that there had always been a problem-solving climate while half suggested some improvement had taken place. Most respondents felt that the changes had facilitated increased innovation. Three respondents felt there had been no increase, however, with one suggesting that they could only afford to be innovative once the program was strong. Most respondents thought that the new program would allow a better utilization of human resources within the School, and one suggested better use of university resources as well.

Item:
(a) How comfortable are you personally when you find things changing around you?
(b) Generally do you think that most of the changes which have occurred in our universities in the past decade have been beneficial?
(c) How confident are you that changes you see on the horizon for your School are going to result in improvements?

These questions were asked in an attempt to measure the self-perceived change orientation of faculty members. Nine of the 11 respondents gave what were judged to be positive responses to the first question; eight gave positive responses to the second question; and all gave positive responses to the last question. Summarizing with respect to individuals, seven respondents gave three positive responses, three gave two positive responses and one gave one positive response.

Organizational adaptability and overall effectiveness. The responses to this scale are summarized in Table 24. No item was scored lower than 3 by any respondent. The mean responses for the items ranged from 3.6 for item 2 to 4.3 for item 6, with an overall mean for the adaptability scale of 3.9, indicating that the respondents felt their unit to be quite adaptable. The ratings of overall effectiveness (item 7) ranged from 3 to 5 with a mean of 4.0, indicating a general feeling that the School was an effective organization.

Summary

The stated change goal of strengthening the family science area while developing a curriculum which reflected a philosophy of home economics as a unified field was seen to be achievable, perhaps with considerable effort. Secondary goals identified by interviewees were also seen to be achievable. The goal intensity of the stated change goal was seen to be very high while respondents perceived the intensity of most secondary goals to be either medium or high. Over half of the respondents were rated as advocates of the change goal, while only one was seen to be less than supportive.

TABLE 24

ORGANIZATIONAL ADAPTABILITY AND OVERALL EFFECTIVENESS

ITEM		RANGE (Possible Range: 1–5)*	MEAN (n = 11)
1.	How well do people in your School anticipate the need for changes in the future and prepare to deal with them?	3 – 4	3.8
2.	From time to time, job-related problems arise which require some kind of problem-solving activity. When such situations arise within the School, how efficient is the decision making process (in terms of time, energy, etc.)?	3 – 5	3.6
3.	How effective are the solutions to these problems (in terms of appropriateness and acceptability)?	3 – 5	3.8
4.	When changes are made in the administrative routines involved in the work of your School, how quickly do people accept and adjust to these changes?	4 – 4	4.0
5.	When changes are made in professional procedures involved in the work of your School, how quickly do people adjust to these changes?	3 – 5	3.8
6.	What proportion of the people in your School readily accept and adjust to changes when they are made?	3 – 5	4.3
	Organizational Adaptability Scale (Items 1 to 6)		**3.9**
7.	In general, how would you rate the overall effectiveness of your School?	3 – 5	4.0

*5 indicates a high rating; 1 indicates a low rating.

The action potential of the renewal strategy was assessed as medium high. By considering together the various forces for and against change, not only within the School but also in other parts of the university and in the community, the resulting force field was assessed as being quite strongly positive.

Considering all the measures of effectiveness discussed above, an assessment is reached that the renewal strategy was effective in terms of achievement of both outcome goals and process goals.

CHAPTER VI

INTERPRETATION OF RESULTS

In this chapter, the findings presented in the last two chapters are discussed relative to the problem statements on page 4 and in light of the conceptual framework outlined on pages 46 and 48.

Extent and Nature of Changes

Changes in various aspects of 15 home economics units have been reported. The changes are numerous, and many are considered extensive. The most pervasive and extensive changes have occurred in the undergraduate programs (Table 13, p. 77). A number of related trends can be detected in these reported changes in undergraduate programs. Programs have become more interdisciplinary, and practicum components have been added. Perhaps most important, many of the newly developed programs reflect a movement toward an operationalization of the mission and focus statements found in recent home economics literature. This finding is encouraging compared to Morley's (1973) assertion that program changes in Canada during the 1960's did not reflect the home economics philosophy. The program changes also tend to reflect the changes in stated mission or goals (Table 6, p. 67).

Significant changes in at least three other areas are related to these undergraduate program changes. First, over half of the units appointed a new administrator during the study period (Table 7, p. 68). In some cases, these new administrators had different backgrounds than their predecessors, and in two cases, this fact was reported as being

instrumental in bringing about program changes. The increased qualification of staff (Table 8, p. 69) was also seen as facilitating the development and implementation of new programs. The changes in opportunities and responsibilities for graduates (Table 18, p. 84) reflects quite closely both the changes in goals and the program changes.

The changes in mission and goals also reflected a desire on the part of some units to move toward a greater research capability. Leadership changes, increased staff qualifications and in some cases improved facilities, have all facilitated progress toward this goal.

Relationships with structural and contextual factors. Extent of change was not significantly correlated with perceived institutional vitality (Table 19, p. 86). This finding might have been affected by two factors. The institutional vitality index was calculated using the responses of only 22 persons and must therefore be interpreted cautiously. Even had all 34 respondents responded to this item, one could not say with certainty that the index represents a true picture of perceived institutional vitality. Another factor affecting the lack of any relationship is the fact that the three institutions with the highest vitality indices had each undergone major change prior to the study period. Thus, their perceived vitality might be affected more by the results of these earlier changes than by any changes made during the study period. In addition, the criteria for ranking institutions on vitality included factors other than the tendency to be innovative.

The fact that extent of change was significantly correlated with both size of unit and size of university (Table 19, p. 86), is in keeping with Baldridge and Burnham's (1975:175) premise that "a large, complex,

organization with a heterogeneous environment is more likely to adopt innovations than a small, simple organization with a relatively stable environment." Baldridge and Burnham's premise was not entirely supported, however, in that no significant relationship between extent of change and organizational complexity was found, although the more autonomous and the more complex units reported greater change in numbers of students. The fact that units were differentiated into only two levels of complexity, and that only three units fell into the more complex level, made such a relationship difficult to detect in the present data. It may be that organizational complexity of the university might have been a more appropriate factor to measure.

No one contextual or structural factor affected all types of changes, nor was any type of change affected by all factors. Size of unit was related to more types of change than any other factor, followed closely by size of university. Changes in numbers of students were related to far more factors than any other type of change.

Goal Hiatus, Goal Intensity, and Response to Change Goals

The following propositions were developed as part of the conceptual framework (p. 46):

> Response to change goal bears a curvilinear relationship to goal hiatus; i.e., as goal hiatus increases from small to large, response changes from reluctance to a maximum commitment, after which it reverses toward reluctance.
>
> The greater the goal intensity, the greater the commitment to the change goal.

Study of the ratings assigned to each respondent for goal hiatus, goal intensity and response to change goals (Table 20, p. 92), indicates

that the response ratings are as predicted by these two propositions. With respect to goal hiatus, a rating of 2 or 3 would be expected to effect a committed response, while that of 1 or 4 would be expected to effect a more reluctant response. The only respondent with a response rating lower than 4 had a goal hiatus rating of 1-2 for the stated change goal, while respondents with goal hiatus ratings of 2 or 3 all had response ratings of 4 or greater.

The respondent with the lowest response rating also had the lowest rating for goal intensity with respect to both stated goal and other goals. All of the respondents rated as advocates received a "very high" goal intensity rating for the stated goal, as did one respondent rated as supportive who had claimed to lack the knowledge to be an advocate.

Although the data lend some support to the two propositions, there remains a need to test them statistically with data containing a greater spread on each of the variables.

Effectiveness of Renewal Strategy

The following proposition was advanced as part of the conceptual framework:

> Effectiveness of a renewal strategy will be high when commitment to the change goal, force field support, and action potential of the strategy used are all high and positive (Figure 3, p. 49).

Since most of the respondents were quite committed to the change goal, and since the force field was supportive, the probable outcome of renewal would be plotted in the upper right-hand quadrant of Figure 3; i.e., the proposition predicts an effective outcome. The likelihood of an effective outcome is increased when the medium-high action potential of the strategy used is taken into account.

Several aspects of effectiveness have been considered, including the degree of achievement of both stated and perceived or secondary goals, the degree of implementation, and the nature of any unexpected outcomes, the degree of achievement of process goals, plus measures of both individual change orientations and organizational adaptability.

There was general consensus that the stated change goal had been largely achieved, and that implementation of the planned program changes was well under way although not yet complete. Some parts not yet implemented were seen by some respondents as essential to full achievement of the goal. With respect to the identified secondary goals, respondents suggested that some had largely been achieved, while the potential for achieving others had been created during the process.

While a few unexpected negative outcomes were identified, these were greatly outweighed by the number and importance of the beneficial outcomes. It was recognized, however, that the negative outcomes had to be dealt with if the changes were to be totally successful.

The process goals discussed were classified as goals for individuals, organizational goals, and performance goals. Some progress with respect to the goals for individuals was reported; however, there was agreement by many that these goals had been largely achieved prior to the period under study. This feeling was even stronger with respect to the organizational goals, but it was suggested that these aspects of the organization had been brought to a test and maintained during the change process. Thus, it appears that the presence of the individual and organizational attributes referred to in these two sets of goal statements contributed to the achievement of the change goal. In other words, they acted as positive

components of the force field. The fact that they were maintained and to some extent increased during the process should be considered an indication of an effective process.

The greatest progress with respect to process goals was seen to be for those classified as performance goals, perhaps because these had been explicitly stated as process goals by the Director. The considerable progress reported in this area suggests an increased potential for continued renewal activity in the future.

The findings with respect to self-perceived change orientation and perceived organizational adaptability also suggest potential for continual renewal. It is not possible to say that these factors have changed as a result of the change process under study, since they were not measured at the beginning of the study period. Responses to other items, however, suggest that some increases in both factors has occurred.

Considering all the measures of effectiveness discussed above, the conclusion was reached that the renewal strategy was effective in terms of the achievement of both outcome goals and process goals. Thus the outcome was as predicted by the conceptual framework, given the positive responses to the change goals, the medium-high action potential of the strategy and the positive force field.

The findings of the case study have therefore supported the propositions that comprise the conceptual framework. The findings have also lent support to the concept of renewal as a cyclical process. The components of the renewal cycle outlined by Small (1976:10) and summarized on page 22 were all present in the case studied, except that the planned evaluation was yet to take place, so that the cycle was not yet complete.

Evidence suggests that the beginning of the renewal cycle under study was also the end of an earlier cycle. The findings thus lend support to the model of renewal developed by Small et al. (1976) and advanced further by Small (1976).

CHAPTER VII

SUMMARY, CONCLUSIONS AND IMPLICATIONS

In this chapter, the purpose, focus, research design and findings are summarized. Final conclusions are then stated followed by implications for administrators and for further research.

SUMMARY

The purpose of this research was to study institutional renewal in degree-granting units of home economics in Canada. The study addressed the following problems:

1. What are the extent and nature of recent changes within degree-granting units (colleges, faculties, schools, departments) of home economics in Canada?
2. What are the characteristics of change-oriented units of home economics? Specifically, what are the relationships between extent and nature of change and:
   (a) perceived institutional vitality index
   (b) each of the following contextual and structural factors:
      i. size of unit (number of students)
      ii. size of university
      iii. organizational complexity of unit
      iv. level of organizational autonomy (college/faculty/school/department)

v. age and history of unit

vi. existence of graduate programs?

3. What are the determinants of responsiveness to a change goal? More specifically, what relationships exist between response (commitment/reluctance) to perceived change goals and:

   (a) goal hiatus

   (b) goal intensity

   (c) other variables which may emerge during interviews?

4. What are the determinants of the effectiveness of a goal-specific renewal strategy? More specifically, what relationships exist between the effectiveness of a goal-specific renewal strategy and:

   (a) response (commitment/reluctance) to perceived change goals

   (b) the action potential of the strategy in terms of its scope, focus and term

   (c) the force field: traditions, policies, resources, leader behavior, administrative support, and other force field elements?

The conceptual framework for this study consisted of the renewal model developed by Small et al. (1976) following the work of Martorana and Kuhns (1975). The following propositions were advanced:

1. Response to a change goal bears a curvilinear relationship to goal hiatus; i.e., as goal hiatus increases from small to large, response changes from reluctance to a maximum commitment, after which it reverses toward reluctance.

2. The greater the goal intensity, the greater the commitment to the change goal.

3. Effectiveness of a renewal strategy will be high when commitment to

the change goal, force field support, and action potential of the strategy used are all high and positive.

The study consisted of two parts, a survey of all 15 Canadian degree-granting home economics units, and a case study of the renewal process in one unit. The purpose of the survey was two-fold: to provide data for the selection of a unit for in-depth study, and to provide data relevant to problems 1 and 2. The case study provided data relevant to problems 3 and 4.

For the survey, questionnaires were sent to the top administrator and a sample of faculty within each unit. For the descriptive analysis of survey data all responses from each unit were analyzed together. The data were analyzed using a systems model of a post-secondary institution as a framework. For each unit each type of change was classified as extensive, medium or minor, and both an extent of change index and a perceived institutional vitality index were computed. Several statistical techniques were employed to test for relationships among factors (Table 2, p. 54).

There were 34 respondents to the questionnaire, including ten top administrators. In addition, three deans who did not answer the questionnaire provided other relevant material. Reported changes in various aspects of the units studied were numerous, and many of these reported changes were considered extensive. The most pervasive and extensive changes were those in the undergraduate programs offered. Many of the newly developed programs reflected a movement towards an operationalization of the statements of mission and focus found in recent home economics literature. Similarly the program changes tended to reflect

changes in the units' stated missions and goals, and in turn are reflected by the changes in opportunities for graduates.

Extent of change was significantly correlated with both size of unit and size of university. No one contextual or structural factor was associated with all types of changes, nor was any type of change affected by all factors. Size of unit was related to more types of change than any other factor, followed closely by size of university. Changes in numbers of students were related to far more factors than were any other types of change.

The unit for in-depth study was selected by a three-member panel using criteria specified by the researcher. The change process under study was directed toward the goal of strengthening the family sciences area within the unit through the development of a new undergraduate curriculum which reflected a philosophy of home economics as a unified field. The data for this part of the study were collected by studying documents and interviewing the Director and ten faculty members during two on-site visits. In addition, interviewees were asked to complete a leader behavior questionnaire and an organizational adaptability instrument. The data from the case study were analyzed descriptively.

All of the respondents had felt the change goals were achievable and goal intensity was rated high for most. All but one respondent were supportive of the change goal and over half were considered advocates. Thus, the first two propositions regarding the relationships between response and goal hiatus and between response and goal intensity were supported.

When the forces for and against change within the School, in

other parts of the university and in the community were summed, the resulting force field was deemed to be quite positive. The action potential of the renewal strategy was determined to be medium-high. By considering several measures of effectiveness, the renewal strategy was seen as effective in terms of the achievement of both change goals and process goals. Thus, the outcome was as predicted by the proposition relating effectiveness of renewal to response to change goal, force field support, and action potential of the renewal strategy.

CONCLUSIONS

The first problem addressed by the researcher was to determine the extent and nature of recent changes within degree-granting units of home economics in Canada. The extent of change was found to be considerable. Statements of the philosophy, mission and focus of home economics found in the literature of the last decade are reflected in many of the developments. These statements are reflected first of all in the revised mission or goal statements of some units, which in turn are reflected in revised undergraduate programs and in new opportunities and responsibilities for graduates. Other changes, such as in leadership and staff, appear to be facilitating these fundamental developments.

The second problem was to determine the relationship between extent and nature of change and both perceived institutional vitality and several contextual and structural factors. The only factors significantly related to the overall extent of change were size of unit and size of university. This finding only partly supports Baldridge and Burnham's (1975:175) premise that "a large complex organization with a

heterogeneous environment is more likely to adopt innovations than a small simple organization with a relatively stable environment."

Perceived institutional vitality was related to the extent of changes in leadership and in number of students. No one contextual or structural factor affected all types of changes, nor was any type of change affected by all factors. Size of unit was related to more types of change than any other factor, followed closely by size of university. Changes in numbers of students were related to far more factors than any other type of change.

The third problem was to determine the relationships between response to change goals and each of goal hiatus and goal intensity. The findings have lent some support to the following propositions:

> Response to a change goal bears a curvilinear relationship to goal hiatus; i.e., as goal hiatus increases from small to large, response changes from reluctance to a maximum commitment, after which it reverses toward reluctance.
>
> The greater the goal intensity, the greater the commitment to the change goal.

A final problem was to determine the relationships between the effectiveness of a goal-specific renewal strategy and each of response to change goals, the action potential of the renewal strategy and the force field. The findings lend support to the following proposition:

> Effectiveness of a renewal strategy will be high when commitment to the change goal, action potential of the strategy used, and force field support are all high and positive.

Since this research has involved only one case, the findings with respect to the above propositions cannot be generalized, and are at best tentative. However, study of the renewal process in this one home economics unit gives some credence to the concept of renewal and

the propositions that comprise the conceptual framework for this research. Although not based on measurements as sophisticated as those proposed by Martorana and Kuhns (1975), the findings support their concept of interactive forces.

IMPLICATIONS

Implications for Administrators

While a general direction of change was detected in the survey data, many of the changes reported were not necessarily part of planned major developments; rather, only a minority of units had experienced major overall developments during the study period. Thus, for units attempting to better focus their efforts, an understanding of the renewal process would be advantageous. Study of the renewal process in one unit has given credence to the concepts and propositions which formed the conceptual framework for this research. Although most of the participants in the process studied may not have been aware of these propositions or even the factors involved, the researcher observed that at least the Director of the School had an understanding of their meaning and had dealt with them intuitively and in part deliberately.

Like their colleagues in other types of post-secondary units, home economics administrators are attempting to develop more effective, better directed units. They might therefore consider the concept of renewal, as presented in this study, and in so doing recognize the importance of the environment and of selecting strategies appropriate to that environment.

Implications for Further Research

Support of the propositions posited is limited since only one case was studied, a case for which many of the interacting factors and the resulting outcomes were positive. Further research, including less successful cases and cases which vary on each of the factors involved, would be necessary in order to test the propositions adequately.

An extensive program of field study might now be considered. Study of several cases would be facilitated if the interview guide used in this study were modified to be used as a questionnaire. The responses provided to questions posed in interviews could serve as a guide in developing questionnaire items, some of which might necessarily be left open-ended. Such an instrument, if developed, could be pretested using cases familiar to the researcher involved.

In addition to studying cases which are well into the renewal cycle, longitudinal case studies of the renewal process from the awareness stage to implementation and evaluation could be extremely useful in testing the propositions and thus contributing to a theory of renewal for post-secondary institutions.

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APPENDIX I

DEGREE-GRANTING HOME ECONOMICS UNITS IN CANADA

DEGREE-GRANTING HOME ECONOMICS
UNITS IN CANADA

Acadia University
School of Home Economics
Wolfville, Nova Scotia

University of British Columbia
School of Home Economics
Vancouver, B.C.

Universite Laval
Department de Dietetique
Faculte des Sciences de
l'Agriculture et de l'Alimentation
Quebec, P.Q.

McGill University
School of Food Science
Macdonald College
P.Q.

University of Prince Edward
Island
Home Economics Department
Charlottetown, P.E.I.

St. Francis Xavier University
Department of Home Economics
Antigonish, Nova Scotia

University of Western Ontario
Department of Home Economics
Brescia College
London, Ontario

University of Alberta
Faculty of Home Economics
Edmonton, Alberta

University of Guelph
College of Family & Consumer Studies
Guelph, Ontario

University of Manitoba
Faculty of Home Economics
Winnipeg, Manitoba

Universite de Moncton
Ecole des Sciences Domestiques
Moncton, New Brunswick

Mount Saint Vincent University
Home Economics Department
Halifax, Nova Scotia

Ryerson Polytechnical Institute
Home Economics Department
Toronto, Ontario

University of Saskatchewan
College of Home Economics
Saskatoon, Saskatchewan

University of Windsor
Home Economics Department
Windsor, Ontario

APPENDIX II

A SURVEY OF POST-SECONDARY UNITS OF HOME ECONOMICS IN CANADA

A SURVEY OF POST-SECONDARY UNITS OF HOME ECONOMICS IN CANADA

To the Respondent:

This survey is part of a study of renewal (planned change) in post-secondary units of home economics in Canada. The questionnaire has been distributed to a selection of respondents at each unit granting undergraduate degrees in home economics.

Each respondent should answer parts A to D. Please answer parts A to C with respect to your **unit of home economics**, whether that be a college, faculty, school or department. Part E is to be answered only by the top administrator of each home economics unit. Please attempt to answer each item which is applicable to your situation.

Please be assured that your answers will be strictly confidential. Your time and effort in responding to the questionnaire will be greatly appreciated, and will contribute to an information base about recent changes in home economics units in Canada.

PART A: IDENTIFICATION

INSTRUCTIONS: Please complete Items 1 to 5 below.

1. Name of institution .....

   .....

2. Your present position .....

3. Number of years in present position. .....

4. Number of years in this institution .....

5. Your specialization within home economics (if applicable) .....

PART B: EXTENT AND NATURE OF CHANGE

INSTRUCTIONS: On pages 3 to 13 you will find specific questions about changes that might have occurred within your home economics unit. Please attempt to respond to each item. Please focus on your unit (college, faculty, school, or department) of home economics when responding.

6. (a) Has there been any **CHANGE** in **FORMAL LEADERSHIP** (the persons holding the positions of Dean, Director, Associate Dean, Department or Division Chairpersons) within your home economics unit since June, 1973? Yes .....

No .....

If yes, please answer (b) to (e) below.

(b) Please describe briefly the change(s) in leadership.....

.....

.....

.....

.....

.....

(c) Outline briefly the reason for change(s) in leadership.....

.....

.....

.....

.....

.....

(d) Scope of change (please check one):

(i) **applies** only to one department/division within unit .....

(ii) **applies** to more than one department/division but not to the whole unit .....

(iii) applies to the whole unit .....

(iv) applies to other units within the university .....

(e) What is the term of new appointment(s)? (Please check the appropriate space below. If more than one change was described above, and the term of appointment varies, indicate by writing the name of the positions in the appropriate spaces below.)

(i) one-two years .....

(ii) three-five years .....

(iii) greater than five years .....

(iv) unspecified .....

7. (a) Please describe the **ORGANIZATIONAL (ADMINISTRATIVE) STRUCTURE** of your home economics unit as of June, 1973 by identifying roles and the relationships among them. A complete organizational chart will suffice.

(b) Please describe the organizational structure of your unit as of **June 1977**.

(i) as for June, 1973 .....

or (ii) as follows (an organizational chart will suffice):

7. (cont'd)

If (b) is different from (a) above, please answer (c) to (f) below.

(c) Please outline briefly the purpose of the change in organizational structure.....

.....

.....

.....

.....

.....

.....

.....

(d) Who were the original advocates of the change? (**Rank order** if more than one answer.)

(i) administrators within unit .....

(ii) administrators outside unit .....

(iii) faculty within unit .....

(iv) faculty outside unit .....

(v) students within unit .....

(vi) other (please specify) .....

(e) How broad was the scope of the change?

(i) applies only to one department/division within unit .....

(ii) applies to more than one department/division but not to the whole unit .....

(iii) applies to the whole unit .....

(iv) applies to the whole university .....

(f) What is the term of the new arrangement?

(i) one-two years.....

(ii) three-five years .....

(iii) greater than five years .....

(iv) unspecified .....

8. (a) Please describe briefly the **GOVERNANCE PROCESSES AND STRUCTURES** operative within your home economics unit as of June, 1973 (i.e. the processes and structures whereby administrators, faculty and/or students make major policy decisions).

(b) Please describe briefly the governance processes and structures operative within your unit as of June, 1977.

(i) as for June, 1973 .....

or (ii) as follows:

8. (cont'd)

If (b) is different from (a) above, please answer (c) to (f) below.

(c) Please outline briefly the **PURPOSE OF CHANGE** in governance processes and structures.....

.....

.....

.....

.....

.....

.....

.....

(d) Who were the original advocates of the change? (**Rank order** if more than one answer.)

(i) administrators within unit .....

(ii) administrators outside unit .....

(iii) faculty within unit .....

(iv) faculty outside unit .....

(v) students within unit .....

(vi) other (please specify).....

(e (e) How broad was the scope of the change?

(i) applies only to one department/division within unit .....

(ii) applies to more than one department/division but not to the whole unit .....

(iii) applies to the whole unit .....

(iv) applies to the whole university .....

(f) What is the term of the new arrangement?

(i) one-two years .....

(ii) three-five years .....

(iii) greater than five years .....

(iv) unspecified .....

9. Please answer the following with respect to the **UNDERGRADUATE PROGRAMS** in your home economics unit.

(a) Degrees awarded (please check)

	1973	1977
B. Sc.	.....	.....
B. A.	.....	.....
Others (specify)	.....	.....

(b) Please identify each program (specialization) offered:

June 1973	June 1977
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

(c) Length of program(s) in years: 1973 ..... 1977 .....

(d) Has there been any change in student admission requirements since June, 1973? Yes .....

No .....

If **YES**, please describe the change(s) .....

.....

.....

.....

(e) Has there been any change in graduation requirements since June, 1973? Yes .....

No .....

If **YES**, please describe the change(s) .....

.....

.....

.....

(f) Number of new courses added since June, 1973 .....

(g) Number of courses dropped since June, 1973 .....

9. (cont'd)

(h) Please outline any major changes within programs that have occurred in your unit since June, 1973 (eg. introduction of practicum or work-study components; introduction of interdisciplinary program units).

.....

.....

.....

.....

.....

(i) Please outline briefly any program changes since June, 1973 not covered above.....

.....

.....

.....

.....

If any program changes have been identified in (a) to (i) above please answer (j) to (l) below.

(j) Please state briefly the purpose of any changes in undergraduate program(s).....

.....

.....

.....

(k) Who were the original advocates of the change? (**Rank order** if more than one):

(i) administrators within unit .....

(ii) administrators outside unit .....

(iii) faculty within unit .....

(iv) faculty outside unit .....

(v) students within unit .....

(vi) other (please specify) .....

(l) How broad was the scope of the change in program? (Please check one.)

(i) applies only to one department/division within unit .....

(ii) applies to more than one department/division but not to the whole unit .....

(iii) applies to the whole unit .....

(iv) applies to the whole university

(v) involves other cooperating institutions (please specify).....

10 Please answer the following with respect to the **GRADUATE PROGRAMS** in your home economics unit.

(a) Check here if not applicable .....

(b) Degrees awarded (please check)

	1973	1977
M. Sc.	.....	.....
M. A.	.....	.....
Ph. D.	.....	.....
Others (specify).....	.....	.....

(c) Please identify each master's program (specialization) offered:

June 1973	June 1977
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

(d) Please identify each doctoral program offered:

June 1973	June 1977
.....	.....
.....	.....
.....	.....

(e) Please outline briefly any change(s) in admission requirements for graduate programs since June, 1973.

.....

.....

.....

.....

.....

(f) Please outline briefly any change(s) in graduation requirements for graduate programs since June, 1973.

.....

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.....

10. (cont'd)

(g) Please describe any change in the interdisciplinary nature of graduate programs since June, 1973.....

.....

.....

.....

(h) Please describe briefly any other changes in graduate program(s) since June, 1973 not covered above.....

.....

.....

.....

.....

.....

If any changes in graduate programs have been identified in (b) to (h) above, please answer (i) to (k) below.

(i) Please outline briefly the purpose of any changes in graduate program(s).....

.....

.....

.....

.....

(j) Who were the original advocates of the change? (**Rank order** if more than one):

(i) administrators within unit .....

(ii) administrators outside unit .....

(iii) faculty within unit .....

(iv) faculty outside unit .....

(v) others (please specify) .....

(k) How broad was the scope of the change in program? (please check one.)

(i) applies only to one department/division within unit .....

(ii) applies to more than one department/division but not the whole unit .....

(iii) applies to the whole unit .....

(iv) applies to the whole university .....

(v) involves other cooperative institutions (please specify) .....

11. (a) Have there been any significant changes in **INSTRUCTIONAL PROCESSES** (eg. team teaching, use of learning modules, student participation) within your unit since June, 1973? Yes ..... No .....

If yes, please answer (b) to (e) below.

(b) Please describe the changes briefly .....
.....
.....
.....
.....

(c) Please outline briefly the purpose of the change(s) in instructional process.....
.....
.....
.....
.....

(d) Who were the original advocates of the change(s)? (**Rank order** if more than one.)
(i) administrators within unit .....
(ii) administrators outside unit .....
(iii) faculty within unit .....
(iv) faculty outside unit .....
(v) students within unit .....
(vi) other (please specify) .....

(e) Scope of change(s) (please check one).
(i) applies to one department/division within unit .....
(ii) applies to more than one department/division but not to the whole unit .....
(iii) applies to the whole university .....

12. Please describe briefly any significant changes since June, 1973 in the **BACKGROUND** (eg. age, educational experience, socio-economic status) of the **STUDENTS** within your unit .....
.....
.....
.....
.....

13. Have there been any significant **CHANGES** in the **OPPORTUNITIES FOR GRADUATES** from your unit since June, 1973? Yes ..... No .....

If yes, please describe.....
.....
.....
.....
.....

14. (a) Has there been any **CHANGE** in the **STATED GOALS** or **MISSION** of your unit since June, 1973? Yes .....

No .....

(b) **IF YES**, please describe the change and outline the reason(s) for it .....

.....

.....

.....

.....

.....

.....

.....

15. Does your unit have a different **NAME** in June, 1977 than in June, 1973? Yes ..... No .....

IF YES: Former name: .....

New name: .....

Reason for change: .....

.....

.....

16. Please describe briefly any significant **CHANGES** in the **RESEARCH FUNCTION** within your unit since June, 1973 (eg. level of funding, number of staff engaged in research, number of publications, focus of research effort). .....

.....

.....

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.....

17. Please describe briefly any significant **CHANGES** in the **SERVICE FUNCTION** within your unit since June, 1973 (service to the profession or the community). .....

.....

.....

.....

.....

.....

18. Have you had any major **CHANGE** in **FACILITIES** since June, 1973? Yes ..... No .....

IF YES, please describe.....

.....

.....

.....

PART C: MAJOR DEVELOPMENTS

INSTRUCTIONS: Some of the specific changes which occur in a unit may be part of an overall major development (or developments). IF there has been (or will soon be) such major development(s) within your unit, please respond below.

19. (a) Please describe in your own words the **MOST SIGNIFICANT MAJOR DEVELOPMENT** which has occurred in your unit since June, 1973.

(note: If in your opinion there has not been a major development since June, 1973 but one is being planned for the near future, please describe the planned change indicating the expected date of implementation.)

(b) Please check below those changes described on pages 3 to 13 which were a part of this major development:

.....	No. 6 leadership	.....	No. 13 instructional processes
.....	No. 7 organizational structure	.....	No. 14 goals or mission
.....	No. 8 governance	.....	No. 15 name
.....	No. 9 undergraduate programs	.....	No. 16 research function
.....	No. 10 graduate programs	.....	No. 17 service function
.....	No. 11 students	.....	No. 19 facilities
.....	No. 12 opportunities	.....	No. 22 staffing (on page 17)

Other (please specify) .....

.....

20. (a) Please describe in your own words the **SECOND MOST SIGNIFICANT DEVELOPMENT** which has occurred in your unit since June, 1973.

(b) Please check below those changes described on pages 3 to 13 which were a part of this major development:

.....	No. 6 leadership	.....	No. 13 instructional processes
.....	No. 7 organizational structure	.....	No. 14 goals or mission
.....	No. 8 governance	.....	No. 15 name
.....	No. 9 undergraduate programs	.....	No. 16 research function
.....	No. 10 graduate programs	.....	No. 17 service function
.....	No. 11 students	.....	No. 19 facilities
.....	No. 12 opportunities for graduates	.....	No. 22 staffing (on page 17)

Other (please specify) .....
.....
.....
.....

PART D: OTHER UNITS OF HOME ECONOMICS

21. Listed below are the units of Home Economics being surveyed for this study. Please select those which you consider to be the top five with respect to **OVERALL INSTITUTIONAL VITALITY**, based on the following criteria: the unit's reputation for innovation and adaptability; the scholastic reputation of faculty members; the acceptability of graduates to employers and to the profession of home economics.

INDICATE YOUR RANKING by placing the numbers **1** to **5** in the spaces to the left of the five units you consider to rank first to fifth.

..... School of Home Economics, Acadia University
..... Faculty of Home Economics, University of Alberta
..... School of Home Economics, University of British Columbia
..... College of Family and Consumer Studies, University of Guelph
..... Departement de Dietetique, Universite Laval
..... Faculty of Home Economics, University of Manitoba
..... School of Food Science, Macdonald College, McGill University
..... Ecole des Sciences Domestiques, Universite de Moncton
..... Departement de Nutrition, Universite de Montreal
..... Home Economics Department, Mount Saint Vincent University
..... Department of Dietetics, University of Ottawa
..... Home Economics Department, University of Prince Edward Island
..... Home Economics Department, Ryerson Polytechnical Institute
..... Department of Home Economics, St. Francis Xavier University
..... College of Home Economics, University of Saskatchewan
..... Department of Nutrition and Food Science, University of Toronto
..... Department of Home Economics, University of Western Ontario
..... Home Economics Department, University of Windsor

PART E: Items 22 to 27 are to be answered only by the top administrator of each home economics unit.

22. **STAFFING CHANGES:** Please respond to each item below for the period June, 1973 to June, 1977.

(a) Number of new permanent faculty members (persons not positions) .....

(b) Number of permanent faculty members who have retired or resigned .....

(c) Number of faculty members who have upgraded their formal educational qualifications by taking courses toward more advanced degrees .....

(d) Increase in number of faculty members with Ph. D. .....

(e) Please outline briefly any significant change in the background of faculty members .....

.....

.....

.....

.....

(f) Other staffing changes? (Please describe) .....

.....

.....

.....

(g) Please state briefly the reason(s) for above staffing change(s) .....

.....

.....

.....

(h) Scope of change(s)

(i) applies only to one department/division within unit .....

(ii) applies to more than one department/division but not to the whole unit .....

(iii) applies to the whole unit .....

(i) If any of the above staffing changes have specified (definite) terms, please indicate: .....

.....

.....

.....

23. Size of home economics unit:

(a)	Number of students	1973/74	1974/75	1975/76	1976/77
	(i) undergraduate majors				
	(ii) master's				
	(iii) doctoral				
(b)	Number of degrees granted:	1973/74	1974/75	1975/76	1976/77
	(i) undergraduate				
	(ii) master's				
	(iii) doctoral				
(c)	Number of **MALE** students:	1973/74	1974/75	1975/76	1976/77
	(i) undergraduate majors				
	(ii) master's				
	(iii) doctoral				

(d) Number of full-time faculty (1977) .....

(e) Number of part-time faculty (1977) .....

24. Size of University: number of full-time equivalent students .....

25. How long (for how many years) has there been a Home Economics program at your university?..... years

26. How long has it been since your unit has experienced a major change in organizational structure (i.e. how long has your unit existed as currently organized within the university)?.....years

27. Your office phone number, please, including area code .....

TO ALL RESPONDENTS:

Completing this questionnaire has taken your time and thought.

Your efforts are sincerely appreciated.

APPENDIX III

INSTRUCTIONS TO PARTICIPANTS IN

QUESTIONNAIRE PRE-TEST

INSTRUCTIONS TO PARTICIPANTS IN
QUESTIONNAIRE PRE-TEST

To all pre-test participants:

Thank you very much for agreeing to help pre-test my survey questionnaire. The purposes of the pre-test are as follows: (a) to indicate which items require clarification; (b) to test the appropriateness of the length and format of the questionnaire, and (c) to test the appropriateness of the period chosen for study (June, 1974 to June, 1977).

INSTRUCTIONS:

1. If any item is unclear, please indicate by writing a note or question in the margin.

2. Wherever "home economics" is written, please substitute your own discipline.

3. Do not attempt to answer Part D.

4. When you have completed the questionnaire, please answer the following questions:

   (a) How long did it take you to complete the questionnaire?_____

   (b) Which items were particularly difficult to answer?

   (c) Please comment on the appropriateness of the period June, 1974 to June, 1977 with respect to (i) ease of recall, and (ii) capturing the occurrence of significant change.

   (d) If a similar survey was conducted studying your own discipline, would you be willing to respond to a questionnaire of this length? Yes _____ No _____ Comments _____

   (e) Would you be willing to respond to Part D, if the units were those of your own discipline? Yes ____ No ____ Comments _____

Thank you for your time and effort. Your cooperation is greatly appreciated.

Sincerely,

Betty Crown
Doctoral Student

APPENDIX IV

COVERING LETTER TO TOP ADMINISTRATORS

COVERING LETTER TO TOP ADMINISTRATORS

June 10, 1977

I am an associate professor in the Faculty of Home Economics, The University of Alberta. I am currently on leave working toward a Ph.D. in educational administration. For my dissertation, I am studying the renewal (planned change) process in post-secondary units of home economics.

The initial part of this study is a survey of all Canadian units granting undergraduate degrees in home economics. The purpose of the survey is to ascertain the extent and nature of recent changes that have occurred in home economics units. In addition, the survey results will provide a basis for selection of a unit for further study.

I would very much appreciate your responding to the enclosed questionnaire. I have also mailed questionnaires to a sample of faculty members in your faculty, selected randomly from the listing in the CUTHE Directory. All responses will be strictly confidential.

In addition, I would very much appreciate receiving copies of any documents that you could share with me regarding the major developments you may refer to in answering the questionnaire. Examples of such documents might include committee or task force reports, minutes of committee or task force meetings, or relevant portions of staff meeting minutes. Again, information gleaned from studying such documents would be kept confidential.

I have enclosed a postage-paid return envelope. I would appreciate receiving your response and any documents by June 27. Each unit responding will receive a summary of the survey findings. Your cooperation is greatly appreciated.

Sincerely,

Betty Crown
Ph.D. Candidate

APPENDIX V

COVERING LETTER TO FACULTY MEMBERS

COVERING LETTER TO FACULTY MEMBERS

June 10, 1977

I am an associate professor in the Faculty of Home Economics, The University of Alberta. I am currently on leave working toward a Ph.D. in educational administration. For my dissertation, I am studying the renewal (planned change) process in post-secondary units of home economics.

The initial part of this study is a survey of all Canadian units granting undergraduate degrees in home economics. The purpose of the survey is to ascertain the extent and nature of recent changes that have occurred in home economics units. In addition, the survey results will provide a basis for selection of a unit for further study.

I would very much appreciate your responding to the enclosed questionnaire. I have also mailed questionnaires to the top administrator of each home economics unit and to a sample of administrators and faculty. All responses will be strictly confidential. If you have joined the faculty since June, 1973, please return the questionnaire to me unanswered, indicating your name, so that I can select another respondent.

I have enclosed a postage-paid return envelope. I would appreciate receiving your response by June 27. Each unit responding will receive a summary of the survey findings. Your cooperation is greatly appreciated.

Sincerely,

Betty Crown
Ph.D. Candidate

APPENDIX VI

INSTRUCTIONS TO PANEL MEMBERS FOR SELECTION OF UNIT FOR IN-DEPTH STUDY

INSTRUCTIONS TO PANEL MEMBERS FOR
SELECTION OF UNIT FOR IN-DEPTH STUDY

Please read the enclosed summaries, and using the criteria provided as guidelines, indicate on the next page your preferences (1st, 2nd, and 3rd choice) for a unit to be studied in-depth. Please summarize briefly the reasons for your choices.

Criteria for Selection of Unit
for In-Depth Study

The following criteria are outlined in order of importance:

1. Evidence of some major purposive development:
   (a) responses to items 19(a) and 20(a);
   (b) item 14 re goals or mission, if answered;
   (c) some relationship between item 14 and items 19 and 20 (if 14 is answered).

2. Extent (and nature) of changes that are related to major development:
   (a) the number of types of changes (e.g., a development that involved changes in program, organizational structure, staffing and leadership was likely more extensive than one which involved only change in program);
   (b) the extensiveness of each type of related change: each type of change to be classified as extensive, medium or minor (see separate sheet and note below);
   (c) the relationship of changes (e.g., a staffing change or a change in organizational structure seems more important if associated with a program change than if standing alone).

3. Extent of changes unrelated to major development but which still seem important:
   (a) the number of types of changes;
   (b) the extensiveness of each type of change: to be classified as extensive, medium or minor (see separate sheet and note below).

4. Perceived institutional vitality: the number of respondents ranking unit one to five as well as composite ranking index. (The higher the index, the higher the composite ranking for that unit.)

NOTE: On the attached sheets, I have attempted to provide some examples of what should be considered extensive, medium or minor for each type of change, without being exhaustive. However, panel members are asked to use their own judgment in each case.

APPENDIX VII

INTERVIEW GUIDE

INTERVIEW GUIDE

A. BACKGROUND INFORMATION (Respondent)

1. Respondent's Division:

2. Specialization:

3. Highest Degree:

4. Number of years teaching at this institution:

5. Number of years in university teaching:

6. Age: ( ) 25 or below
( ) 26 to 30
( ) 31 to 35
( ) 36 to 40
( ) 41 to 45
( ) 46 to 50
( ) 51 to 55
( ) 56 to 60
( ) 61 to 65

7. Sex: ( ) M
( ) F

B. VERY BRIEF DISCUSSION OF RESEARCHER'S UNDERSTANDING OF THE CHANGE UNDER STUDY:

The change process which I wish to study is the recent introduction of new curriculum. I understand that this means an entirely new curriculum in the family sciences area (i.e., a general program and a family sciences program) as well as lesser changes within the foods and nutrition programs.

My understanding is that this most recent development is in fact part of a longer-range plan which was initiated a number of years ago. At that time the decision was made to develop strength in the human nutrition area first, then to develop the family sciences area. The appointments of both the past and current directors have been in keeping with these two thrusts.

C. GOAL HIATUS AND INTENSITY

I understand that the agreed upon change goal was: to develop a curriculum that reflects the stated philosophy of home economics as a unified field, including a strengthened family sciences program.

1. Did you agree that a change in the suggested direction was desirable?

2. At the time the curriculum committees were established (fall of 1975), how IMPORTANT did you think this goal to be?

(b) How URGENT did you perceive it to be?

(C) How did these perceptions change over time?

3. (a) At the time the curriculum committees were established, how large did you perceive the difference to be between the situation then and the goal or desired situation?

Probe:
(Interviewer check)

( ) So small to be inconsequential
( ) Real, but could be achieved relatively easily
( ) Could be achieved with considerable effort
( ) Very large, unattainable

(b) How did this perception alter as the change process proceeded?

4. (a) We have so far focused on the agreed-upon goal. Did you think that there were other goals involved? Explain.

IF YES

(b) How important and/or urgent did you initially think these goals to be?

(c) Regarding these goals, how large did you perceive the difference to be between the situation then and the goal (or desired) situation?

(d) Did these perceptions alter over time as the change process proceeded?

D. RESPONSE (COMMITMENT-RELUCTANCE) TO CHANGE GOALS

1. Please describe your INITIAL reaction to the change goal(s), in terms of opposition or support.

Probe: (Interviewer check)

( ) opposed
( ) very reluctant
( ) neutral/indifferent
( ) supportive (in principal)
( ) quite committed (time and energy)
( ) an advocate

2. How did this reaction change over time (e.g., once the curriculum committee had been established and had started its work)?

3. Explain any change in attitude or behavior.

4. In your opinion, what group(s) or individual(s) were the main advocate(s) or supporter(s) or this change?

5. In your opinion who, if any, were the main resisters?

E. FORCE FIELD (traditions, policies, resources, leader behavior, administration support, time)

1. In your opinion, as the work of the curriculum committee proceeded what factors tended to lend support?

2. What factors tended to mitigate against its success?

3. What traditions and/or policies in effect within the School, University or community:

   (a) tended to support change in the desired direction?

   (b) tended to inhibit its progress?

4. What resource allocations or restrictions supported or inhibited (each phase of) the work of the curriculum committee and/or the implementation of its report?

Probe: (e.g., consultants, release time, faculty available, space)

5. Were administrators outside this School (e.g., president, dean) supportive or non-supportive of the curriculum changes?

6. Although the curriculum committee was the main strategy used to accomplish the stated goal, can you identify other strategies used?

7. In your opinion during the change period, how has the Director adapted his leadership style to suit the demands of the situation.

Probe: (for example, during a period of change, a leader might sometimes need to be quite task-oriented while at other times, an increased concern for the people affected is necessary. Did the Director's leadership style vary in this way?)

F. ACTION POTENTIAL

1. In your opinion, did the curriculum revision involve:

(SCOPE)

(a) only one division of the School;

(b) the whole School;

(c) one division, and other units of the university or community; or

(d) the School and other units in the university or community?

(FOCUS)

2. The change obviously focused on curriculum. However, in your opinion, was the revision also directed at any other aspects of the School (i.e., were changes planned in other aspects?)

Probe: (e.g., goals, students, faculty, administrative, structure, instructional processes, support systems, quantity and quality of graduates, research output)

(TERM)

3. When the curriculum committees were appointed, how long did you expect it to be before the desired change would come about? Did you consider this to be a short or long change period?

G. EFFECTIVENESS OF THE RENEWAL PROCESS

1. The agreed-upon change goal was "to develop a curriculum that reflects the philosophy of home economics as a unified field including a strengthened family sciences program." In your opinion, to what extent has this goal been achieved? Explain.

2. To what extent have other unstated goals been achieved? (see pg. 4, #4(a)).

3. Have there been any other beneficial outcomes?

4. Have there been any negative outcomes?

5. To what extent have the changes been implemented as planned?

6. Each of the goals listed on this chart (give chart to respondent) are sometimes considered to be goals for institutional renewal. In your opinion, has the PROCESS itself been effective in terms of these goals:

   (a) To what extent has each of these goals for individuals been achieved (or have you seen improvement in the last two years)?

      (i) ability to work with colleagues and students.

      (ii) self control and self direction.

      (iii) individual growth--attaining one's own goals.

      (iv) receptivity to change--adaptability and flexibility.

   To what extent were these goals for individuals considered important for the change process: by yourself?

   by the Director?

   by faculty in general?

(b) To what extent has each of these organizational goals been achieved?

(i) development of a high level of trust.

(ii) open communication.

(iii) maximization of collaboration and teamwork.

(iv) readiness to change from traditional patterns of operation which no longer appear sound.

To what extent were these organizational goals considered important
--by yourself?

--by the Director?

--by the faculty in general?

(c) To what extent have each of these performance goals been achieved:

(i) the clarification of objectives.

(ii) commitment to organizational objectives.

(iii) creation of a problem-solving climate.

(iv) increased innovation.

(v) more effective utilization of resources.

To what extent were these performance goals considered important for the change: by yourself?

by the Director?

by the faculty in general?

H. SELF-PERCEIVED CHANGE ORIENTATION

1. How comfortable are you personally when you find things changing around you?

2. Generally, do you think that most of the changes which have occurred in our universities in the past decade have been beneficial?

3. How confident are you that the changes you see on the horizon for your School are going to result in improvements?

APPENDIX VIII

LEADER BEHAVIOR QUESTIONNAIRE

LEADER BEHAVIOR QUESTIONNAIRE

INSTRUCTIONS: Please respond to each of the items below regarding the behavior of your Director with reference to the period from September, 1975 to the present, during which a major development took place within your School. Respond by circling a number to the right of each item according to the following key:

RESPONSE KEY

1. *Never*
2. *Seldom*
3. *Occasionally*
4. *Often*
5. *Very frequently or always*

1.	He let faculty members know what was expected of them.	1	2	3	4	5
2.	He was friendly and approachable.	1	2	3	4	5
3.	When faced with a problem he consulted with subordinates.	1	2	3	4	5
4.	He decided what should be done and how it should be done.	1	2	3	4	5
5.	He did little things to make it pleasant to be a faculty member.	1	2	3	4	5
6.	He made sure that his part in the group was understood.	1	2	3	4	5
7.	He put suggestions made by faculty members into operation.	1	2	3	4	5
8.	Before making decisions he gave serious consideration to what faculty members had to say.	1	2	3	4	5
9.	He treated all faculty members as equals.	1	2	3	4	5
10.	He scheduled the work to be done.	1	2	3	4	5
11.	He gave advance notice of changes.	1	2	3	4	5
12.	He asked faculty members for their suggestions concerning how to carry out assignments.	1	2	3	4	5
13.	He maintained definite standards of performance.	1	2	3	4	5
14.	He kept to himself.	1	2	3	4	5
15.	Before taking action he consulted with faculty members.	1	2	3	4	5
16.	He looked out for the personal welfare of members.	1	2	3	4	5
17.	He asked that faculty members follow standard rules and regulations.	1	2	3	4	5
18.	He was willing to make changes.	1	2	3	4	5
19.	He asked faculty members for suggestions on what assignments should be made.	1	2	3	4	5
20.	He helped me overcome problems which stopped me from carrying out my task.	1	2	3	4	5
21.	He explained the way my tasks should be carried out.	1	2	3	4	5
22.	He helped me make working on my tasks more pleasant.	1	2	3	4	5

APPENDIX IX

ORGANIZATIONAL ADAPTABILITY INSTRUMENT

ORGANIZATIONAL ADAPTABILITY

INSTRUCTIONS: Please answer the following **seven** *items by circling the number below each item which represents the most appropriate response for that item.*

1. How well do people in your School anticipate the need for changes in the future and prepare to deal with them?

Anticipation of problems is poor	Anticipation is not very good	Anticipation is fair	Anticipation is very good	Anticipation is excellent
1	2	3	4	5

2. From time to time, job-related problems arise which require some kind of problem-solving activity. When such situations arise within the School, how efficient is the decision making process (in terms of time, energy, etc.)?

Very inefficient	Inefficient	Fairly efficient	Quite efficient	Very efficient
1	2	3	4	5

3. How effective are the solutions to these problems (in terms of appropriateness and acceptability)?

Totally ineffective	Not very effective	Fairly effective	Quite effective	Very effective
1	2	3	4	5

4. When changes are made in the administrative routines involved in the work of your School, how quickly do people accept and adjust to these changes?

Accept/adjust very slowly	Rather slowly	Fairly rapidly	Quite rapidly	Accept/adjust immediately
1	2	3	4	5

5. When changes are made in professional procedures involved in the work of your School, how quickly do people accept and adjust to these changes?

Accept/adjust very slowly	Rather slowly	Fairly rapidly	Quite rapidly	Accept/adjust immediately
1	2	3	4	5

6. What proportion of the people in your School readily accept and adjust to changes when they are made?

Considerably less than half	Slightly less than half	Slightly more than half	Considerably more than half	Practically everyone
1	2	3	4	5

7. In general, how would you rate the overall effectiveness of your School?

Very low	Quite low	Average	Quite high	Very high
1	2	3	4	5

APPENDIX X

EXCERPTS FROM A DOCUMENT ENTITLED "THE REVISION OF THE FAMILY SCIENCE CURRICULUM IN THE SCHOOL OF HOME ECONOMICS"

THE REVISION OF THE FAMILY SCIENCE CURRICULUM IN THE SCHOOL OF HOME ECONOMICS

Introduction

The Curriculum Committee of the Family Science Division has undergone consultations with each of the faculty members in the Division and has attempted to integrate their recommendations with the overall philosophy developed by the committee.

Philosophical Statement

The Family Science Division employs a framework which views Home Economics as an applied area of study which focuses on the individual, the family* and the near environment of the family. This study involves the integration of a number of theoretical perspectives. The specific areas of study include the family, human development, the relationship of the family to human and material resources of their near environment, as well as foods, nutrition, textiles, clothing, housing, and applied design. The required courses in the curriculum provide the basic structure of this framework. Electives from Home Economics and from other disciplines give opportunities for students to pursue areas related to their chosen specialization.

As an education, Home Economics involves techniques for continuous learning, the acquisition of a spirit of inquiry and the development of standards of excellence. As a profession, the undergraduate program prepares the student to apply these educational experiences in school and community settings. The program also provides a base from which the student may progress to graduate work.

The long range goal of the program is to produce graduates who will work both with individuals and with families. The perspective is intended to provide graduates with the ability to respond to changes in Canadian and world societies as well as to provide facilitative support to citizens in the identification of needed changes and the means for their implementation.

In the following pages a number of changes in the level and content of existing courses, as well as some new course offerings, are detailed. These changes will be implemented beginning in September, 1977. Other changes planned await the acquisition of faculty with appropriate competencies.

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*References to 'family' in this statement should be understood to include an awareness of a range of family forms, traditional-contemporary-Western and non-Western in cultural origin, which exist in Canadian society. The Family Science Division intends to tap the available academic resources of the University on a continuing and systematic basis in order to identify and develop a body of data on the range of practices and patterns which support human development over the life cycle.

Family Sciences: Course Numbering System

Professional Development (00)

	100*	1 1/2	Introduction to Home Economics I.
	101*	1 1/2	Introduction to Home Economics II.
	400	1 1/2	Contemporary Issues in Home Economics.

Human Development (10)

(240)	210*	3	Human Growth and Development: The Process.
(341)	310*	1 1/2	Human Development: The Person.
	312**	1 1/2	Parent-Child Relationship.
	414**	1 1/2	Aging and the Family.
	404	1 1/2	Family Sciences Seminar: Human Development. (a)

Family (20)

(342/ 343)	220*	3	The Contemporary Family.
	322**	1 1/2	Family Analysis.
	422**	1 1/2	Research Methods in Family Studies.
	404	1 1/2	Family Sciences Seminar: Family Studies. (b)

Communication (30)

(450)	230*	1 1/2	Human Communication.
	430**	1 1/2	Designing Human Communication Systems.
	404	1 1/2	Family Sciences Seminar: Human Communication. (e)

Family Resources (40)

(360)	240*	1 1/2	Family Resources.
(462)	340*	1 1/2	Problems in Family Finance.
(362)	342*	1 1/2	Consumer Problems.
	404	1 1/2	Family Sciences Seminar: Consumer Studies. (d)

Clothing and Textiles (50)

(210)	354*	1 1/2	Comparative Clothing Construction.
(202)	352*	1 1/2	Basic Textiles.
(310)	350*	1 1/2	Clothing and Human Behavior.
(312)	454*	1 1/2	Apparel Design I.
(402)	452*	1 1/2	Advanced Textiles.
(416)	450*	1 1/2	History of Costume.
(312)	456*	1 1/2	Apparel Design II.
	404	1 1/2	Family Sciences Seminar: Clothing and Textiles. (f)

Housing and Design (60)

(220)	360*	1 1/2	Design Fundamentals.
	364	1 1/2	Housing for the Family.
(322)	366*	1 1/2	Textile Design.
	420	1 1/2	Elements of Housing Design.

"New" (80)

MISCELLANEOUS

466	1 1/2-3	Special Problems
476	1 1/2	Directed Study

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* Change in existing course description, number, etc.
** New course.

DIVISION OF FAMILY SCIENCES

Entrance Requirements from Secondary School Programme:

Mathematics 11
Chemistry 11
Math 12, suggested
Physics 11, suggested
Biology 11, suggested

As many Home Economics courses at the "11" and "12" level as possible.

First Year	Units	Second Year	Units
**English 100	3	Chemistry 230	3
Biology 101 or 102	3	++Economics 100	3
Chemistry 103 or 110	3	Home Economics 210	3
+Social Science or		Home Economics 220	3
*Mathematics 130	3	Home Economics 240	1 1/2
Home Economics 100 and 101	3	****Home Economics Elective	1 1/2
	15		15

FAMILY SCIENCES PROGRAMME

Third and Fourth Year

Human Development Option	1 1/2
Family Option	1 1/2
Home Economics 400	1 1/2
Chosen from Subject Matter Options***	9
	13 1/2 units required
****16 1/2 units free electives	
Total Credits: 30 Units Third & Fourth Year	

GENERAL HOME ECONOMICS PROGRAMME

Third and Fourth Year

Home Economics 201 or 207	3
Home Economics 203 or 209	1 1/2
Home Economics 205	1 1/2
Home Economics 340	1 1/2
Home Economics 352 or 204	1 1/2
Home Economics 354	1 1/2
Home Economics 360	1 1/2
Home Economics 400	1 1/2
Home Economics 454 or 456	1 1/2
	15 units required
****15 units free electives	
Total Credits: 30 Units Third & Fourth Year	

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*Not required if Mathematics 12 has been completed.
**See Faculty of Arts section for complete English Composition requirements.
***Subject Matter Options include: 1. Family & Human Development; 2. Family Resources; 3. Foods & Nutrition; 4. Housing & Design; 5. Clothing & Textiles.
****Specific courses to be chosen in consultation with advisor.
+Social Science electives may be chosen from the following disciplines: anthropology, political science, psychology, sociology.
++Not required if any equivalent course has been completed elsewhere.